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ELEVENTH AND TWELFTH ANNUAL REPORTS

—OF—

**Jacksonville Public Schools.**

1878 AND 1879.

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*Compliments of*

**D. H. Harris,**

*Superintendent.*

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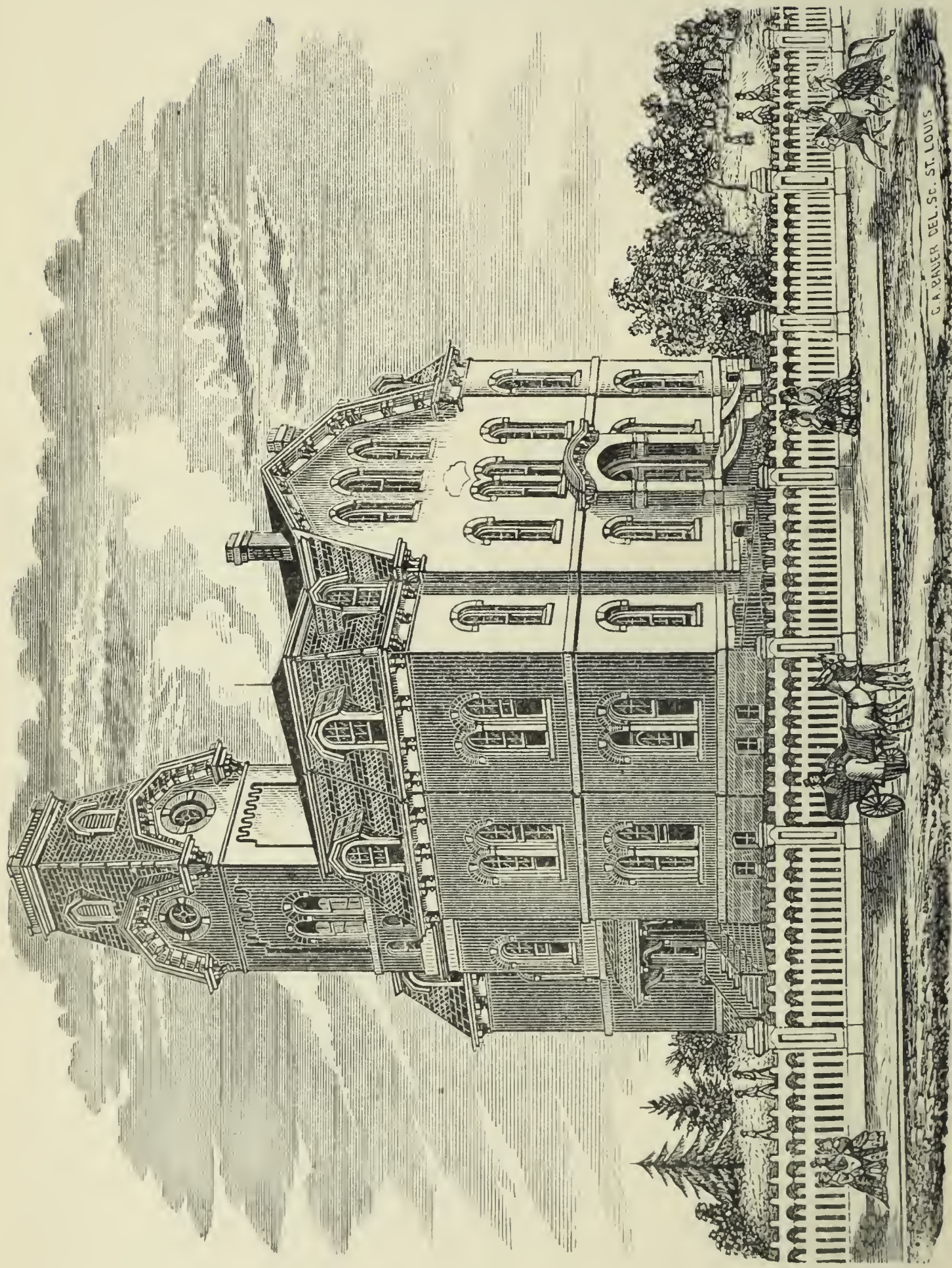




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WASHINGTON SCHOOL.



ELEVENTH  
ANNUAL REPORT

OF THE



OF

JACKSONVILLE, ILLINOIS.

JUNE 1878.

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JACKSONVILLE, ILL.:  
PRINTED AT THE OFFICE OF THE DAILY JOURNAL.  
1879.





# BOARD OF EDUCATION.

1878.

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FIRST WARD—GEO. W. SMITH.

SECOND WARD—DAVID PRINCE.

THIRD WARD—A. R. GREGORY.

FOURTH WARD—W. P. BARR.

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## OFFICERS OF THE BOARD.

PRESIDENT—S. HENRY THOMPSON.

CLERK—HENRY HUNT, City Clerk.

TREASURER—W. E. VEITCH, City Treasurer.

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## STANDING COMMITTEES.

*Finance*—GREGORY, PRINCE, SMITH.

*High School*—PRINCE, SMITH, BARR.

*Blank Forms*—SMITH, BARR, PRINCE.

*Complaints and Appeals*—BARR, PRINCE, GREGORY.

*Buildings and Furniture*—SMITH, BARR, GREGORY.

*Books and Apparatus*—SMITH, PRINCE, GREGORY.

*Examinations*—SMITH, GREGORY, PRINCE, BARR.

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## SUPERINTENDENT.

D. H. HARRIS.

## SCHOOL TERMS.

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The School year is divided into three terms.

The FIRST begins on the first Monday of September, and ends on December 24.

The SECOND begins on January 2, and ends on the last Friday in March.

The THIRD begins on the succeeding Monday, and ends on the Friday preceding the first Tuesday in June.

SUPERINTENDENT'S  
ANNUAL REPORT.

OFFICE OF SUPERINTENDENT OF PUBLIC SCHOOLS, }  
JACKSONVILLE, ILL., JUNE 1878. }

*To the Honorable Board of Education :*

GENTLEMEN:—I herewith present a brief report, containing some of the most important statistics of the schools under your charge, for the year ending June 1, 1878.

SUMMARY OF STATISTICS.

Estimated population of the city.....	12,000
No. of persons under 21 years of age.....	3,882
“ “ between 6 and 21 years of age....	3,689
“ weeks of school, including one week vacation.....	38
“ pupils enrolled.....	1,839
“ boys enrolled.....	922
“ girls enrolled.....	917
“ male teachers employed .....	2
“ female teachers employed.....	31
Average No. of pupils belonging.....	1,390
“ “ “ attending.....	1,327
Per cent. of attendance on average belonging.....	95.4
“ “ “ “ total enrollment.....	72.1
“ “ punctuality. ....	9,945
Total No. of days taught.....	188
“ “ “ belonging.....	261,400
Extreme attendance of all pupils.....	249,475





## HONORABLE ATTENDANCE.

The usual list of the names of the pupils who have been most faithful in attendance is given below.

## HIGH SCHOOL.

L. J. BLOCK, Principal. Not absent—Luella York, Emma Williamson. Neither absent nor tardy—Fannie Bancroft, Jennie Waddell, Lina Pearson, Lida Clark, Edward Fry, Warren Robb, Ki Barr, Mary Maher, Ella Richardson, William Hall, William Knollenberg, Edward Vanzant, Henry Fisher, Agnes Lusk, Emily Miller, Christie Higler, Ella Cafky, Louis Clark, Effie Capps, Emer McGhee, Arthur Rider, Edward Carver, Henry Sheppard, Charles Schermerhorn, Henry Hammond, Tillie Letton, Martha Dalton, Florence Tunnell, Nellie Baker, Jennie Scholes, Belle Paradise, Drusilla Rutherford, Frances Hayden.

## SEVENTH GRADE.

MISS LYDE KENT, Principal. Not absent—James Walker, Emma Braun. Not absent or tardy—Fannie Smith, Mary Pechloeffel, Truman Carter, Julius Strawn, Mabel Haithman, Willie Humphrey.

## FIRST WARD.

MISS HANNAH TOBEY, Principal. Not absent—Lizzie Atkinson. Not absent but one day—Albert Thompson. Neither absent nor tardy—Lulu Goodrick, Charles Bradbury, John Davis.

## FIFTH GRADE.

MRS. JENNIE E. MORRIS. Not absent or tardy—Walter Grant.

## FOURTH GRADE.

MISS MOLLIE H. KING. Not absent—Mamie Price, John Hart. John Sanderson not absent but one day. Not absent or tardy—Sarah Atkinson, Harry Milburn, Emma Hess, John McAhan.

## THIRD GRADE.

MISS JENNIE KING. Not absent—Aggie Stevenson (tardy once). Not absent or tardy—Preston Clampit, Minnie Martin, Elsie Goodrick, Charlie Meyers.

## SECOND GRADE.

MISS JENNIE FAY. Not absent—Carrie Gonsalves, Ollie Milburn, Eddie McAhan. Absent but one day—Nettie Kitner. Not absent or tardy—John Gomes.

## FIRST GRADE.

MISS IDA STEVENSON. Not absent—Arthur Black. Not absent or tardy—Ruth Henderson, Nellie Schureman, Emma Brune.

## SECOND WARD.

MISS M. A. SELBY, Principal. Not absent—Laura Barnett. Neither absent nor tardy—Frank Carney.

## FIFTH GRADE.

MRS. FRANK S. PADGETT, Teacher. Not absent—John Prince, Eddie Rockwell, Eddie Capps. Neither absent nor tardy—Gussie Ayres, Minnie Sunderland, Belle Waddell, Gracie Higgins, Emma Clark, Lois Brown, Annie York. Emma Clark not absent or tardy for four years.

## FOURTH GRADE.

MISS S. F. ELLIS, Teacher. Not absent—Lambert Hopper.

## THIRD GRADE.

MISS EMMA D. MALONE. Neither absent nor tardy—Mary McKinney, Clara Pechloeffel.

## SECOND GRADE.

MISS ATTILIA RAWLINGS. Not absent—Hallie Higgins, Effie Mott. Neither absent nor tardy—John Gruber.

## LAFAYETTE BRANCH.

## THIRD GRADE.

MRS. M. E. WALLS. Not absent—Blitilda Dowd, Clotilda Dowd, Polie and Emma De Frates, Abbie Viera. Neither absent nor tardy—Mary Baptiste, Belle De Frates, Rosa Lewis, Laura Baptiste, Annie Baptiste, Annie De Frates, Katie Lewis.

## FIRST GRADE

MRS. J. C. MALONE. Not absent—Lilly Dorwart. Neither absent nor tardy—Willie Shanahan, Thomas Baptiste, James Burge.

## THIRD WARD.

J. S. HAKE, Principal. Not absent—Ruel Sanford, Ernie Sanford. Neither absent nor tardy—Clara Allen.

## FIFTH GRADE.

MRS. E. M. CALDWELL. Not absent—Abbie Hayden, Nettie Platt. Not absent or tardy for five years—Harry Duckett.

## FOURTH GRADE.

MISS JOHANNA HAMLETT. Neither absent nor tardy—Willie Goodrick, Bertha Allen.

## THIRD GRADE.

MISS JOANNA STACY. Not absent—Willie Nutting, Elmer McCool, Marion Hodge. Neither absent nor tardy—Milly Cherry.

## SECOND GRADE (HIGHER).

MISS ALLIE DUCKETT. Neither absent nor tardy—Harry Platt, Jennie Voorhees. Absent only one half day—Florence I. Walton.

## SECOND GRADE (LOWER).

MISS JULIA VAN WINKLE. Neither absent nor tardy—Charlie Henry.

## FIRST GRADE (HIGHER).

MISS MINERVA MONTGOMERY. Not absent—George Demorest, Amy Patterson. Neither absent nor tardy—George Henry.

## FIRST GRADE (LOWER).

MISS BELLE KINMAN. Neither absent nor tardy—Julius Kuechler, Stella Cannon.

## FOURTH WARD.

## FIFTH GRADE.

MISS ELLEN HAMMOND, Principal. Not absent—G. C. Hammond. Neither absent nor tardy—Ada Tuman, Clifford Sawyer, William Wood, Lucy Catlin, Arthur Corwin, Annie Cassell.

## FOURTH GRADE.

MISS ANNIE BELLATTI. Not absent—Effie Richardson, Sophy Valentine, Janie Russel. Neither absent nor tardy—Ona Field, Fanny Hall, Annie Schaub, Eddie McEvers, Lulie Dayton.

## THIRD GRADE.

MISS S. LIZZIE WRIGHT. Neither absent nor tardy—Charles Schuler, George Corcoran, Gracie Cassell, Ada Harrison, Clara Smith, Eva Hammond.

## SECOND GRADE.

MRS. F. C. McLAUGHLIN. Not absent—Effie Anders. Neither absent nor tardy—Bessie Russel, Bertie Williamson, Albert Hall, Frank Rataichak.

## FIRST GRADE.

MISS MATTIE MORRISON. Not tardy, but absent one half day—Josie and Charlie Wood.

SALARIES OF TEACHERS AND JANITORS.

TEACHERS.										JANITORS.					
NAME OF SCHOOL.	\$360	\$405	\$450	\$500	\$600	\$720	\$800	\$1,200	\$1,800	\$50	\$120	\$265	\$339	\$500	\$650
High School.....				2	1			1		1					
First Ward.....		1	4			1					1				
Second Ward.....			7			1						1			
Third Ward.....	1	1	5				1						1		
Fourth Ward.....	1		3		1									1	1
Seventh Grade.....			1			1									
Superintendent.....									1						

WASHINGTON HIGH SCHOOL.  
RECORD OF CLASS OF '78.

	Average.	Rank.
David Allen.....	89	5
W. K. Barr.....	84	9
Ed. C. Fry.....	83	10
Warren Robb.....	75	13
George Wait.....	86	8
Fannie C. Baueroft.....	90	1
Lida Clark.....	75	12
Lulu Doty.....	89	4
Ellen Griffin.....	79	11
Lizzie McMillan.....	89	2
Josie Milligan.....	89	3
Lina Pearson.....	87	7
Annie Rule.....	72	14
Jennie Waddell.....	87	6



## PUPILS OF THE HIGH SCHOOL FOR NEXT YEAR.

## FIRST YEAR.

Howard Sawyer,	Henry Hammond,
Ella Smith,	Walter Carter,
Chas. Powers,	James Walker,
Fred. Metcalf,	Willie McLaughlin,
Julius C. Strawn,	Harry Hammill,
Willie D. Humphrey,	John E. Smith,
Harry Richards,	Andrew Leck,
Josie Tomlinson,	Frank Grassly,
Asa Robinson,	M. W. McKinney,
Henry J. Root,	Jas. R. Smith,
M. L. Robinson,	Jos. F. Brennan,
Lottie A. Mount,	Maggie Cassell,
Lulu Hillerby,	Sadie Bauman,
Maggie Stephenson,	Laura Hammond,
Anna Rataichak,	Minnie Brown,
Hattie McCracken,	Mary Casey,
Katie Sperry,	Effie Graham,
Fannie Smith,	Clara Mitchell.

## SECOND.

Willie Ewing,	Carl Black,
Julius Weil,	Jas. Nunes,
W. H. Slater,	Chas. Backman,
Chas. Hamilton,	Josie Brown,
Walter Fox,	Arthur Rider,
Ed. Carver,	Albert Hackman,
Harry Hall,	Ralph Reynolds,
Henry Sheppard,	Chas. Schermerhorn,
Eddie Chambers,	Alfred Ewington,
Willie Cafky,	Tillie Letton,
Emma Williamson,	Martha Dalton,
Florence Tunnell,	Nellie Baker,
Jennie Scholes,	Belle Paradice,

Ida Lehman,  
Frances Hayden,  
Nettie Hayden,  
Emma Nance,  
Ella Stephenson,  
Mary Larimore,  
Nellie Daniels,  
Hattie Hayden,

Drusilla Rutherford,  
Sarah Shore,  
Luella York,  
Emma Deaton,  
Jennie Tomlin,  
Maggie Culp,  
Emer McGhee,  
May Wolcott.

## JUNIOR.

Fred. Capps,  
Marshall Miller,  
Harry Fisher,  
Frank Griffith,  
Arthur Miller,  
Agnes Lusk,  
Annie Martin,  
Ida Thompson,  
Ella Cafky,  
Etfie Capps,

Ed. Vanzant,  
James Russel,  
John Mindonse,  
Sam. Armstrong,  
Chas. Sawyer,  
Emily Miller,  
Christie Higler,  
Ida Tomlin,  
Annie Thornborow,  
Julia McDowell..

## SENIOR.

Wm. Hall,  
Dressie Smith,  
Wm. Knollenberg  
James Keeney,  
Mary Upham,  
Mary Maher,  
Eva Cobbs,  
Etta Fanning,  
Louie Clark,

Wm. Woodman,  
James Allen,  
Grant Cullimore,  
Rosa Malone,  
Nellie Easton,  
Ella Richardson,  
Alice Larimore,  
Mary Nance,  
Emma Knollenberg.

GRADUATING EXERCISES OF WASHINGTON  
HIGH SCHOOL,

AT STRAWN'S OPERA HOUSE, FRIDAY, MAY 31st, 1878, AT 9 O'CLOCK A. M.

*Life, Labor, Light.*

## ORDER OF EXERCISES.

## Prayer.

Chorus—Gloria in Excelcis Deo . . . . . *Mozart.*

1. Essay—Supremacy of Virtue . . . . . Annie E. Rule.

2. Essay—Elizabeth and her Times . . . . . Lina Pearson.

3. Oration—Tendencies of Modern

Journalism . . . . . George G. Wait.

Solo and Chorus—Vale of Rest . . . . . *Meyerbeer.*

Fannie C. Bancroft and Mamie Upham.

4. Essay—Things Seen and Unseen . . . . . Lida K. Clark.

5. Oration—Which Shall It Be? . . . . . Warren L. Robb.

6. Essay—Light and Darkness . . . . . Ellen Griffin.

7. Essay—Masks . . . . . Jennie Waddell.

Chorus—Happy and Light . . . . . *Balfe.*

8. Oration—"The Isles of Greece." . . . . . Edward L. Fry.

9. Essay—Mono-metalism . . . . . Josie E. Milligan.

10. Oration—Reform . . . . . W. Ki Barr.

11. Essay—Wit and its Witcheries . . . . . Lizzie McMillen.

Duett—Speed my Bark . . . . . *Neukomm.*Fannie C. Bancroft, Mamie Upham, Ida Smith,  
and Eva Cobbs.

12. Essay—The Beautiful is Eternal . . . . . Lula M. Doty.

13. Oration—Criterion of Worth . . . . . David D. Allen.

14. Essay and Valedictory—Perseverance vs. Genius.

Fannie C. Bancroft.

Parting Song . . . . . By the Graduates.

## Awarding of Diplomas.

Chorus—How Sweet when the Evening Breezes . . . . *Weber.*

## GRADUATES.

Fannie C. Bancroft,  
Lula M. Doty,  
Lizzie McMillen,  
Lina Pearson,  
Jennie Waddell,  
W. Ki Barr,  
Warren L. Robb,

Lida K. Clark,  
Ellen Griffin,  
Josie E. Milligan,  
Annie E. Rule,  
David D. Allen,  
Edward L. Fry,  
George G. Wait.

---

CONCLUSION.

The year was one of prosperity and successful work in the Schools no serious interruptions having occurred, and new interest in several departments having been awakened. The fidelity of the teachers and the hearty co-operation of the Board of Education, are hereby acknowledged.

D. H. HARRIS, Supt.



## TEACHERS, 1877-'78.

## HIGH SCHOOL.

LEWIS J. BLOCK, A. M., *Principal*.

Miss LIDA RICH,

Miss SADIE HAMILTON,

Miss ALICE S. RHOADS.

## SEVENTH GRADE.

Miss LYDE KENT, *Principal*.

Miss HATTIE E. HAMMOND.

## FIRST WARD.

Miss HANNAH TOBEY, *Principal*.

Mrs. J. E. MORRIS,

Miss JENNIE S. KING,

Miss MOLLIE H. KING,

Miss JENNIE FAY.

## SECOND WARD.

Miss MARY A. SELBY, *Principal*.

Mrs. F. S. PADGETT,

Miss E. D. MALONE,

Miss S. F. ELLIS,

Miss ATTILIA RAWLINGS,

Mrs. ELLEN RAMSEY.

## LAFAYETTE BRANCH.

Mrs. M. E. WALLS,

Mrs. J. C. MALONE.

## THIRD WARD.

J. S. HAKE, *Principal*.

Mrs. M. E. CALDWELL,

Miss ALLIE DUCKETT,

Miss JOHANNA HAMLETT,

Miss J. VAN WINKLE,

Miss JOANNA STACY,

Miss MINERVA MONTGOMERY,

Miss BELLE KINMAN.

## FOURTH WARD.

Miss ELLEN HAMMOND, *Principal*.

Miss LIZZIE WRIGHT,

Mrs. F. C. McLAUGHLIN.

Miss ANNIE BELLATTI,

Miss MATTIE Y. MORRISON.

CLERK'S REPORT.

Expenditures for the year ending March 31, 1878:

Salaries (including Supt., Members of the Board and Janitors..	\$20,249.31
Fuel.....	402.25
Repairs.....	2,058.70
Stationery.....	437.60
Interest (Bonds and Notes).....	3,434.44
Insurance.....	174.80
Printing.....	221.85
Notes paid.....	2,000.00
Contingent .....	570.49
Improving grounds, fencing, &c.....	579.51
Furniture and apparatus....	182.96
Total.....	\$ 30,311.91

TREASURER'S REPORT.

Receipts for the year ending March 31, 1878.

To balance.....	\$2,646.17
Henry Higgins, County Superintendent, State fund	3,701.48
Irvin Dunlap, Collector from Co. taxes.....	28,917.19
Henry W. Hunt, Clerk.....	2,003.00
R. D. Russell, City Attorney.....	45.00
D. H. Harris, Superintendent.....	45.00
	\$37,357.84

CONTRA.

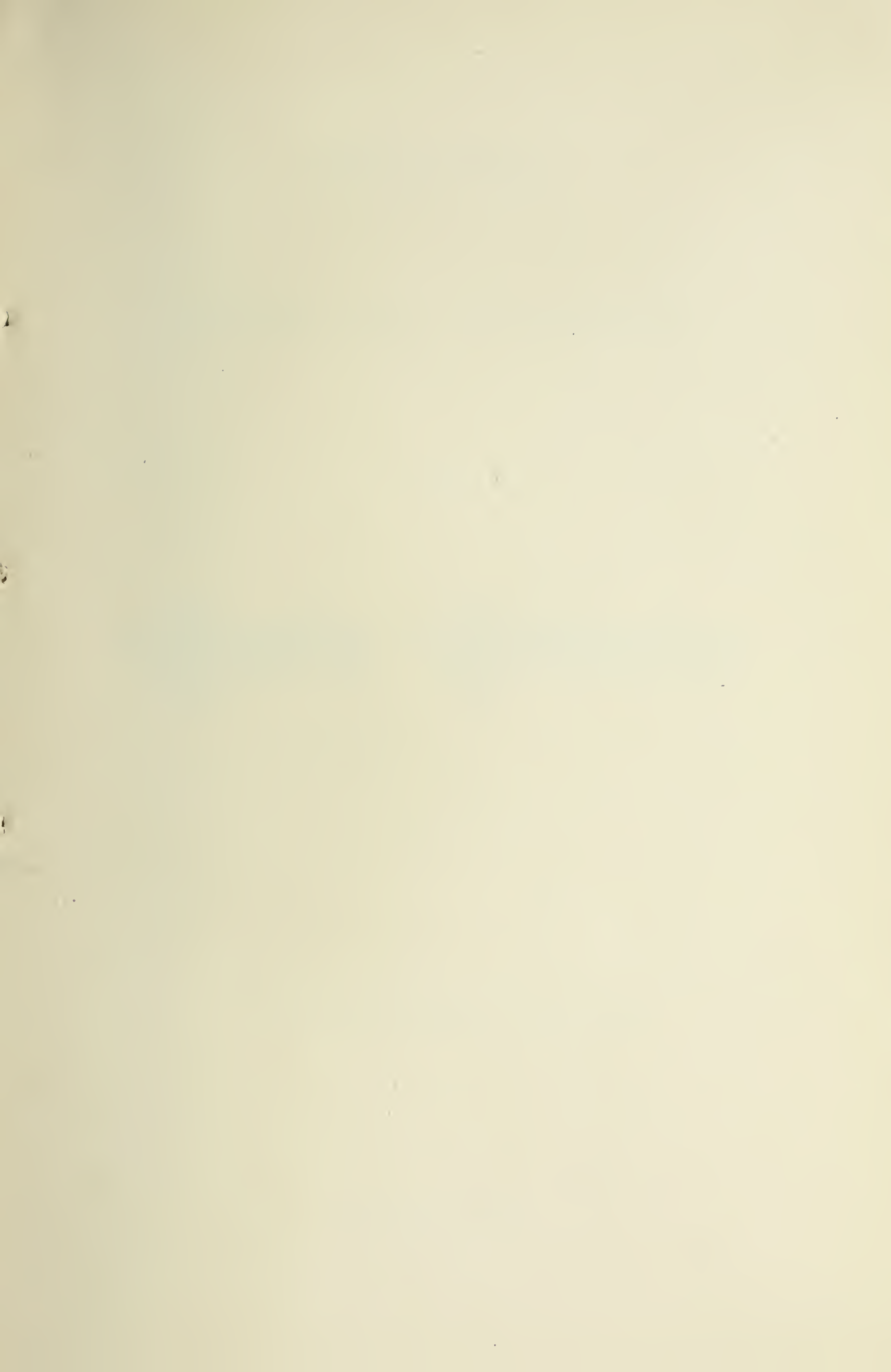
By orders paid.....	\$29,349.42
Balance April 1st, 1878.....	8,008.42
	\$37,357.84

TOWNSHIP FUND.

To balance April 1, 1877 .....	\$125.00
R. D. Russell, City Attorney.....	118.44
	\$243.44

CONTRA.

By balance April 1, 1878.....	\$243.44
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TWELFTH  
ANNUAL REPORT

OF THE

Public Schools

OF

JACKSONVILLE, ILLINOIS.

JUNE 1879.



# BOARD OF EDUCATION.

1879.

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FIRST WARD—GEO. W. SMITH.

SECOND WARD—DAVID PRINCE.

THIRD WARD—A. R. GREGORY.

FOURTH WARD—W. P. BARR.

---

## OFFICERS OF THE BOARD.

PRESIDENT—H. C. STEWART.

TREASURER—B. F. BEESLEY.

CLERK—HENRY W. HUNT.

---

## STANDING COMMITTEES.

*Finance*—GREGORY, BARR, SMITH.

*High School*—PRINCE, SMITH, GREGORY.

*Blank Forms*—SMITH, BARR, PRINCE.

*Complaints and Appeals*—BARR, PRINCE, SMITH.

*Buildings and Furniture*—GREGORY, BARR, PRINCE.

*Books and Apparatus*—SMITH, BARR, PRINCE.

*Examinations*—PRINCE, BARR, SMITH, GREGORY.

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## SUPERINTENDENT.

D. H. HARRIS.

## SCHOOL TERMS.

---

The School year is divided into three terms.

The FIRST begins on the first Monday of September, and ends on December 24.

The SECOND begins on January 2, and ends on the last Friday in March.

The THIRD begins on the succeeding Monday, and ends on the Friday preceding the first Tuesday in June.



# SUPERINTENDENT'S ANNUAL REPORT.

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OFFICE OF SUPERINTENDENT OF PUBLIC SCHOOLS, }  
JACKSONVILLE, ILL., JUNE 1879. }

*To the Honorable Board of Education:*

GENTLEMEN :—I hereby present the Twelfth Annual Report of the Public Schools of Jacksonville. Besides the usual statistics, some information concerning the condition of the several departments of the schools, the degree of advancement in the different branches of study, and some suggestions and recommendations relating to the general welfare of the schools are also presented.

Few radical changes have been made. It has been the endeavor to round out and perfect the system already adopted, rather than to introduce new features whose chief merit is their novelty. More thorough organization, more completeness in detail, better methods of instruction, more careful grading, have been attempted with good results, as shown in the general efficiency of the schools.

Though our schools have not escaped the assaults of the opponents of higher education at public cost, their unimpaired prosperity, the maintenance of all the departments and the large attendance show the strong hold that our system of public schools has upon the community. It affords encouragement to those having charge of them to continue their efforts to insure and increase the efficiency of the present system.

### SUMMARY OF STATISTICS.

Estimated population of the city.....	12,000
No. of persons under 21 years of age.....	4,882
"    "    under 6 years of age.....	1,589
"    "    between 6 and 21 years of age....	3,693
"    "    between 6 and 16 years of age.....	2,333
"    "    between 16 and 21 years of age.....	1,360
"    weeks of school, including one week vacation.....	39
"    pupils enrolled.....	1,868
"    boys enrolled.....	969
"    girls enrolled.....	899
"    male teachers employed .....	2
"    female teachers employed.....	32
Average No. of pupils belonging.....	1,348
"    "    "    attending.....	1,279
Per cent. of attendance on average belonging.....	94.8
"    "    "    "    total enrollment.....	68.5
"    "    punctuality. ....	99.4
Total No. of days taught.....	188
"    "    "    belonging.....	253,702
Extreme attendance of all pupils.....	240,543

TABLE OF ENROLLMENT, ATTENDANCE, TARDINESS, ETC.

NAME OF SCHOOL.	Total No. of visits.....	No. of visits of others.....	No. of visits of Superintendent.....	No. of visits of Board.....	No. of minutes of tardiness of teachers..	No. of hours of tardiness of teachers....	No. of tardiness of teachers.....	No. of minutes lost by tardiness.....	No. of hours lost by tardiness.....	No. of times pupils were tardy.....	Pupils neither absent nor tardy.....	No. of pupils not absent.....	Per cent. of punctuality.....	Per cent. of attendance.....	Average attendance.....	Total No. enrolled, exclusive of transfers.	No. girls enrolled, excluding transfers...	No. of boys enrolled, excluding transfers.
High School.....	587	431	114	42	46		7	8	12	45	17	20	99.6	97.1	104	126	67	59
SEVENTH GRADE.....	143	70	48	25	22	8	3	18	8	49	5	5	99.6	94.6	47	76	42	34
FIRST WARD.....	1101	796	275	30	28	58	4	17	47	421	10	13	99.5	93.8	278	405	190	215
SECOND WARD.....	806	447	314	45	38	17	8	49	71	538	12	17	99.5	95.3	300	451	196	255
THIRD WARD.....	1248	893	318	37	55	49	13	49	94	556	14	22	99.4	94.3	336	407	255	252
FOURTH WARD.....	964	741	200	23	25	44	3	44	30	284	9	11	99.6	95.2	214	303	149	154
Total.....	4849	3378	1269	202	34	14	38	14	265	2793	67	88	99.5	94.8	1279	1868	899	969

SALARIES OF TEACHERS AND JANITORS.

TEACHERS.							JANITORS.			
NAME OF SCHOOL.										
	\$367	\$405	\$450	\$500	\$600	\$700	\$1,000	\$225	\$250	\$300
High School.....	..	..	..	2	1	..	1	..	..	..
First Ward.....	..	1	5	..	..	1	..	1	..	..
Second Ward.....	..	..	7	..	..	1	..	..	1	..
Third Ward.....	..	..	7	..	..	1	..	..	1	..
Fourth Ward.....	..	1	3	..	1	..	..	..	..	1
Seventh Grade.....	..	..	1	..	..	1	..	..	..	..

COMPARATIVE STATISTICS FOR TEN YEARS.

YEARS ENDING.	Number of pupils enrolled.....	Per cent. of attendance on number enrolled .....	Per cent. of attendance on number belonging .. .....	Per cent of punctuality.....	Cases of tardiness.....	Suspensions for irregularity.....	No. of visits of Superintendent....	Number of visits from Board.....	Number of visits from others....	Total number of visits.....
1868.....	1556 63	91.1	96	18455	398	346	67	108	421	
1869.....	1725 66	93.2	93.2	9772	303	327	52	218	597	
1870.....	1682 55	90.5	97	7489	479	733	262	1102	1977	
1871.....	1758 72	93	.....	6170	...	...	...	...	...	
1872.....	1629 57	92.1	98.4	5609	101	1056	304	1255	2615	
1873.....	1550 64	94.3	98.6	4675	50	1076	407	2432	3815	
1874.....	1664 68	95.3	99.1	2997	45	1092	154	2688	3924	
1875.....	1679 68.1	94.3	99.3	2707	23	1367	93	2452	3915	
1876.....	1722 68.9	94.9	99.3	2795	53	1167	143	1991	3301	
1877.....	1829 68.5	94.3	99.3	2874	44	1199	194	2675	4068	
1878.....	1839 68.5	94.5	99.3	2726	40	1276	130	2838	4244	
1879.....	1868 68.5	94.8	99.4	2793	34	1269	202	3378	4849	



TABLE OF VALUE AND LOCATION OF SCHOOL PROPERTY.

SITUATION AND NAME OF SCHOOL.	LOT.	HOUSE.	FURNITURE AND APPARATUS.	TOTAL VALUE.	CAPACITY OF BUILDINGS.
FIRST WARD.					
WALNUT GROVE SCHOOL..	\$3,000	\$15,000	\$1,400	\$19,400	6 Rooms
Cor. North and East Sts.					
BRANCH SCHOOL.	275	800	250	1,325	1 Room
SECOND WARD.					
WEST JACKSONVILLE.....	6,400	15,000	2,550	23,950	6 Rooms
State Street.					
LAFAYETTE (2d Branch)..	1,500	9,000	400	10,900	4 Rooms
Lafayette Avenue.					
THIRD WARD.					
FRANKLIN SCHOOL .....	2,700	20,000	2,000	24,700	8 Rooms
Franklin Avenue.					
MORTON AVE. (3d Branch)	1,000	10,000	500	11,500	2 Rooms
Morton Ave.					
FOURTH WARD.					
WASHINGTON SCHOOL....	3,500	60,000	3,000	66,500	6 Rooms
Kosciusko Street.					
WASH'TON HIGH SCHOOL.	Inclu'd	.....	.....	.....	.....
Kosciusko Street.	above				
SEVENTH GRADE.	800	2,000	600	3,400	2 Rooms
Anna Street.					
Total. . . . .	\$19,175	\$131,800	\$10,700	\$161,675	38 Rooms

## HONORABLE ATTENDANCE.

The unusual alarm occasioned by a prevalent disease, most fatal to children, seriously interrupted the attendance for the two months after the holidays, and thus greatly reduced the number of pupils who would otherwise appear in the list given below. The names of those who excelled in regularity of attendance and in punctuality are given according to our usual custom.

## HIGH SCHOOL.

L. J. BLOCK, Principal. Pupils neither absent nor tardy—Nellie Easton, Ella J. Richardson, Ella Cafky, Maggie Culp, Mary Pechloeffel, Julia Baptiste, Frances Hayden, W. E. Hall, W. E. Knollenberg, Jas. E. Russell, Arthur Miller, Arthur Rider, Harry Hall, Julius Strawn, W. Davenport, Wm. Humphrey, Elliot Barnett. Not absent but tardy—Asa Robinson, W. C. Woodman, Annie Martin.

## SEVENTH GRADE.

MISS LYDE KENT, Principal. Pupils neither absent nor tardy—Clara Allen, Truman Carter, Katie Smith, Laura Barnett, Harry Broadwell, Meier Weil, Harry Wheeler.

## FIRST WARD.

MISS HANNAH TOBEY, Principal. Not absent or tardy—Carrie Knollenberg.

## FIFTH GRADE.

MRS. JENNIE E. MORRIS. Neither absent nor tardy—Ernest Schureman.

## FOURTH GRADE.

MISS MOLLIE H. KING. Not absent or tardy—Mary Hess, Martha Rogers. Present every day but tardy once—Alice Davis, John McAhan.

## THIRD GRADE.

MISS JENNIE KING. Neither absent nor tardy—Minnie Martin, Hattie Haley.

## SECOND GRADE.

MISS JENNIE FAY. Neither absent nor tardy—Ollie Milburn, Eddie McAhan.

## FIRST GRADE.

MISS IDA STEVENSON. Neither absent nor tardy—Kerr Martin. Present every day, but tardy—Emma Brune.

## SECOND WARD.

MISS M. A. SELBY, Principal. Neither absent nor tardy—Clifford Sawyer, John Prince. Present every day, but tardy—Frank Irving, Gussie Ayres, Fannie Dayton.

## FIFTH GRADE.

MRS. FRANK S. PADGETT, Teacher. Neither absent nor tardy—Belle Waddell, Frank Waddell, Joseph Jackson, Allen Tanner, John Baptiste.

## FOURTH GRADE.

MISS S. F. ELLIS, Teacher. Not absent, but tardy—Bitildas Dowd.

## THIRD GRADE.

MISS EMMA D. MALONE. Neither absent nor tardy—Clara Pechloeffel, Elbert Jackson, John Gruber.

## SECOND GRADE.

MISS ATTILIA RAWLINGS. Neither absent nor tardy—Charles Gruber.

## LAFAYETTE BRANCH.

## THIRD GRADE.

MRS. M. E. WALLS. Neither absent nor tardy—Katie Lewis.

## THIRD WARD.

JAS. B. SMITH, Principal. Neither absent nor tardy—Johanna L. Weil, Curtis Rotger, Ettie Platt.

## FIFTH GRADE.

MRS. E. M. CALDWELL. Neither absent nor tardy—Nellie Van Zant, Katie Ricks, Belle Berry, Kitty Montgomery, Bertha Allen, Harry Duckett.

## FOURTH GRADE.

MISS JOHANNA HAMLETT. Neither absent nor tardy—Willie Nutting, Addie Weil. Not absent, but tardy—Mamie Gregory.

## THIRD GRADE.

MISS JOANNA STACY. Neither absent nor tardy—Jennie Brown, Katie Demarest, Johnnie Buckley, Jimmie Buckley.

## SECOND GRADE (HIGHER).

MISS LULU V. WILLIAMS. Neither absent nor tardy—Harry Platt, Anabel Cannon.

## SECOND GRADE (LOWER)

Mrs. M. L. CASSELL. Neither absent nor tardy—Robert Montgomery. Not absent, but tardy once—Ida Fox.

## FIRST GRADE (HIGHER).

Miss MINERVA MONTGOMERY. Not absent, but tardy—George Demarest.

## FIRST GRADE (LOWER).

Miss BELLE KINMAN. Neither absent nor tardy—Ida Platt.

## FOURTH WARD.

## FIFTH GRADE.

Miss ELLEN HAMMOND, Principal. Neither absent nor tardy—George McCracken, Annie Cassell, Lizzie Williamson, Rosy Doty, Fanny Hall, Jane Russell, Libby Hall, Frank Lawton.

## FOURTH GRADE.

Miss ANNIE BELLATTI. Neither absent nor tardy—Lee P. Alcott, Freddie Scott.

## THIRD GRADE.

Miss S. LIZZIE WRIGHT. Not absent but tardy—Johnnie Padgett.

## FIRST GRADE.

Miss MATTIE Y. MORRISON. Neither absent nor tardy—Frankie Hayden. Not absent, but tardy—Buddie Hammonds.

## SPECIAL MENTION.

Lulu Goodrick has been neither absent nor tardy in seven years ; Harry Duckett in six years ; John Gruber in five years ; Nettie Platt in five years ; Harry Duckett in three years ; Charles Gruber in three years.



## SCHOOL ACCOMMODATIONS.

It has been the aim to conduct the schools on the basis of the strictest economy, consistent with their healthy growth and successful management. In the original organization of the schools there were but six grades, and only six rooms in each building. This necessitated that there should be more work done in each of the grades, than if the course had been distributed over a greater number; consequently the higher grades received but few pupils, while the lower rooms were excessively crowded. There was a tendency to relieve this pressure by pushing the classes forward before the work of the respective grades was completed; even then the higher grades had an insufficient number to equalize the work, or secure the healthful stimulus of larger classes. By combining the sixth grades of all the ward schools into a new Seventh Grade, and consolidating the next lower four, into three rooms, there was left an extra room for the use of the High School.

The immediate preparation of the pupils for the High School formerly required the greater attention of four ward principals; it is now accomplished by two teachers, thus enabling the principals to relieve the lower grades by bringing larger classes forward; more even distribution of the work is secured, the standard of the lower grades being slightly lowered.

While there might be an advantage in retaining these maturer pupils longer under the able instruction of the several principals, greater economy is secured, in the present growth of the schools, by bringing all, who are fitting for the High School, under the instruction of one school; this arrangement requires one less teacher.

To relieve the First Ward School, and to remove the frequent necessity of the younger children crossing the railroads in the northeast part of the city, a branch school of one room was furnished at the opening of the schools last year, which has been under good management, and has

seemed to meet the urgent needs of this part of town. The yard is large and there are good facilities for additional rooms, should future needs seem to demand them.

The attendance at this school the last part of the year has not been as large as was anticipated. The general preference of the pupils to attend larger schools, although branch schools appear to be a great accommodation to those living in their immediate vicinity, shows that the more thorough grading and increased facilities afforded where larger numbers are brought together more than compensates for the disadvantages of the remoteness of the main buildings. But few pupils would prefer to attend smaller schools near home rather than go a greater distance and enjoy the constant novelties and greater stimulus of more thorough classification and larger association with fellow pupils.

The crowded condition of the schools last year, just before the panic of scarlet fever, indicates that more accommodations should be provided for the coming year. As there are unfurnished rooms in the Second Ward, main and branch buildings, and also in the Third Ward branch, a small outlay will secure good accommodations for all the immediate requirements.

It appears that the fitting up of another room as a new Fourth Grade at the Lafayette Branch, would meet the first urgent wants of the schools in the direction of increased accommodations. At present the Fourth Grade of the main building at the Second Ward is very full, and will receive two new classes from the Third Grades of this ward in place of the one it promotes, so that there will be excessive pressure here; if not relieved by more accommodations or by transfer to higher grades before the regular work of this grade is completed, it will be too much crowded for thorough work. It is possible that this relief by transfer to higher grades, should there be room, will be sufficient for the opening of schools, but there will be need of fitting up another room before the winter months when the attendance is largest.

## HEATING.

By way of experiment steam-heating was introduced into the Second Ward last summer, and the results through the unusually severe winter have fully justified the measure. both from an economical and sanitary consideration. While it is somewhat more expensive, at first, than the room-heaters, it does not seem to require the constant outlay for repairs and frequent cleaning that the room-heaters did.

Intolerable annoyance was experienced at the Washington School the first half of the year, in consequence of offensive gas and smoke constantly escaping from the defective furnaces. So great had been the outlay in procuring these furnaces a few years ago, that it did not seem to justify the Board to abandon them so soon, yet to expend several hundred dollars in attempting to put these expensive heaters in good repair, as past experience has demonstrated, would meet the wants of the school but a short time. Hence the satisfactory working of the steam-heating, introduced into the Second Ward, led to its introduction in the Washington School during the winter holidays, on the grounds of economy as well as for its superior means of heating. The results have been entirely satisfactory, notwithstanding the intensely cold weather.

The necessity for making a change in the Third Ward, either by expensive repairs of the old room heaters, or adopting another method, has led to the plan of introducing the arrangements for steam, during the present vacation.



## HIGH SCHOOL.

The High School is an essential feature of the national public school system. Its origin is found in our republican form of government, which necessitates a high degree of general intelligence and is opposed to class distinction. The public schools at first provided the rudiments of an English education for the masses of the people, but the development and application of steam and electricity, during the last fifty years, have so influenced our civilization that the meager course of instruction of former years is no longer adequate to the increased interests of commerce and the various industries of the country, and the more complex conditions of the social organism.

In the earlier history of our country the rural life required but little communication and there was but little conflict of social and civic interests. But the increase of wealth, the quick transmission of passing events to all parts of the country, have brought the people more closely together and made them more dependent upon each other. The immense system of railroads and telegraph, forming avenues of communication in every direction, have developed unprecedented increase of cities and towns. So manifold and complicated are the affairs of government that it requires a greater degree of knowledge and insight to perform the duties of an intelligent citizen. The old idea that the learned few should do the thinking and be the leaders of the ignorant masses, as in the early patriarchal times of the country, is fast giving way to the idea that the directive power should be more widely distributed, and that the government is truly *of the people*. The increased facilities of machinery and the new vocations that are constantly developing, require an immense directive power and versatility of knowledge on the part of the laborer, as well as promptness, regularity and systematic industry. These indispensable conditions of society are especially provided for by the High School.

The French commissioner of education, M. F. Buisson,

after thoroughly investigating the public schools of our country, says of the High Schools: "They are not professional schools; nor are they bastard imitations of colleges; nor universities of a low grade. They are truly popular schools so ordered as to give to the people whatever is best, purest, and most refining in liberal education. They open to no special pursuit—they lead to all without exception and without distinction.

"They make neither an engineer, an architect, nor a physician—nor do they make an artisan or merchant, but they do produce bright and intelligent youths disciplined to all studies—ready to choose between diverse professions, and capable of success in whatever they choose. This one will go to the university—that one into business; there will be a difference of occupation, but no inequality in preparation.

"So far as social equality can be reached in this world, it is attainable through the American High School. In other countries it is to be feared that the children of different classes of society, although they may for a time be brought together in the public school, will very soon be found separated as widely as are their families in the social scale. It cannot be otherwise, for one will enter upon apprenticeship and arrest his intellectual development at the point where the other but fairly commences his growth. But in America everything is done to retard, and to reduce the degree of this separation by carrying as far and as high as possible that common instruction which effaces all distinctions between the rich and the poor.

"Thus do the two degrees of the public school render the State diverse but equally important service. The one gives to it an entire population knowing how to read and write, the other draws from this mass a select few whom it endows with an intellectual capital to pay a hundred times its cost.

"How is this selection made? By a sort of natural selection, which is itself a sure means of improvement and of progress for all society. This supplement of education which



the high school offers to him who is the most worthy of it, what is it but a permanent prize offered to economy, to intelligence, to order, to family life, to all the virtues of the poor, the laborer, the artisan? Does one wish that his son or his daughter shall at some time be an equal of the richest and most distinguished, that they shall have no occasion for envy of any one, that they may seek admission to all employments—then is the high school the place where this marvelous result may be obtained at the expense only of some years' sacrifice upon the part of parents and of the necessary fitness and labor on the part of their children."

We reinforce these arguments with the following weighty authority, Dr. Newton Bateman, who has done so much for the cause of public education in this State:

"The commonwealth needs, through all her manifold industries and enterprises, many thousands of persons who have more than the rudiments of knowledge. The supply of persons of such advanced culture, through the private institutions of the country, is not equal to the public need, and hence the State should interpose to supplement the work. The same may be said, with even greater truth and emphasis, of that profound learning, that higher and wider culture, which it is the province of the university to bestow. The loss which nearly or quite all the commonwealths in this republic sustain, because so few of their young men are qualified to act as leaders in the discovery, development and utilization of their wonderful natural resources, and in lamping the people onward and upward towards a grander civilization, is, I believe, simply incalculable.

"The amount of latent and dormant power; of wealth discovering and wealth-producing energy; of beauty-loving and beauty-inspiring taste and skill, that lies concealed and slumbering in the brains and hearts and hands of the keen, shrewd, capable, but untutored millions of our youth, is beyond computation. Now, over all this unreclaimed but magnificent intellectual and moral territory, over all these minds

and souls and bodies, with their untold possibilities of good, the State has, in my opinion, a sort of right of eminent domain, and not only may, but should exercise it in the interest of her own prosperity and dignity. If he who makes two blades of grass to grow where but one grew before, is justly entitled to the name of public benefactor, of how much greater honor shall he be counted worthy who gives to the world a trained and polished intellect, for blind and stupid ignorance? Is not the one blade of grass thereby multiplied an hundred fold? To do this on the grand scale of the whole body politic, by providing common schools for all, and high schools and universities for as many as desire to enter them, I believe to be the unstrained prerogative and the manifest duty of the State. But, in addition to the argument derived from the nature and functions of the State as a supreme political corporation, the view that public education should not stop with the common district school, is supported by other considerations.

“The common schools themselves are the better for the public high schools and for the university. The high school is to the elementary, what the upper classes of a graded school are to the lower—a sharp and perpetual incentive to assiduity and effort. I will not say that without the spur of the high school the common schools could not be kept up to a pay-standard of excellence, but it is very safe to say that they would deteriorate in spirit and efficiency, even with greatly increased energy and vigilance on the part of the teachers. As quickeners of the common schools, down through all their various gradations, high schools are of a very great value.

“As to the rights involved, I do not see how the State can logically or equitably limit its provisions to the rudimentary schools. To do so is to stop at precisely the point where, to the poor man, the question of expense obliges him to arrest the further progress of his children. The cost of tuition and accessories, in good private institutions, corresponding in grade to public high schools, is, to the masses of persons in

indigent circumstances, simply prohibitive; so that to them the public high school is the only means of bestowing upon their children anything more than a mere elementary education. And when we come to the college and university courses, the doors are still more closely barred against them."

It is evident that the High School is a necessity and that popular education is not a fixed science, but varies to meet the demands of the various communities and the exigencies of the times. It must fit the pupil for the practical work of life, as well as develop his spiritual activities as a moral and intellectual being.

The course of study in the public schools aims to combine the information-giving studies with the disciplinary, either for fitting for the practical duties of life, or for pursuing the more advanced course of study in higher institutions of learning. Pupils having mental capacity to pursue a higher course of study are encouraged to do so. The great conflict between the High Schools and the higher institutions of learning throughout the country is occasioned by the fact that there is a tendency to rush into a business career in early life, and the failure to harmonize the courses of study of these institutions. For these reasons High Schools are not considered as special preparatory schools. But their advantages over the special preparatory schools are ably expressed by Pres. Porter, of Yale College:

"The course preparatory to college is, I regret to say, largely confined to special schools. This results especially in two disadvantages: 1. A division into clearly defined classes is introduced even in childhood between those who should stand as much as possible upon a common footing. 2. Those withdrawn thus to select schools have their attention diverted into a narrowed range of acquisition. When there should be a general training in the use of correct English, in the fundamentals of mathematics, in geography, in the facts and relations of natural history in its several departments, and in the outlines of at least one modern language,



the lad is put at special and narrowing work. I mean to say, in other words, that Latin and Greek are begun too early, and pursued too exclusively, and that time which, during a certain interval, would be more economically spent in a wider range, is almost wasted by the present system. There is required of an educated man a background of common knowledge which the college-bred man rarely possesses for this very reason. There is indeed, too, a foundation in correct intellectual habits, which the public school, with its wider view, is better fitted to give than the mere grammar school. There is needed, not less, a foundation in common sense, an acquaintance with common things and common people, and with the common aims and hopes of the masses, which the segregation of the prevailing method prevents. I look back to the years spent—unprofitably enough, indeed, and under methods barbarous enough—in a certain old red school-house, as among the most valuable of my life for this very reason, and I believe that many will unite in like testimony. I will speak of certain general disadvantages of the method of segregation.

“And, first of all, as special schools are now constituted, both trustees and teachers strive toward high pressure. The result is that lads are kept almost exclusively on the dead languages, and on the routine of these during a period which exerts so vital an influence over them that spontaneity of growth is seriously checked.

“A direct outgrowth of this is the extreme wearisomeness of such a course. Who does not pity from the bottom of his heart the lad who, from ten to thirteen, is bound down to his Latin grammar, his Latin exercises, his Latin translations? And if we pity him, why should we not help him? The trouble is that his work has no connection with a living language, and that not even what connection might be brought out is shown. The process should be carried on side by side with an intelligent study of English, and it should never happen that only after years of study it should dawn on the pupil's mind that the old, dead tongue is similar in

structure to the language of his every-day life. Work so exclusively at specialties at so early a period is full of disadvantages and full of loss.

“The high pressure and the hard work result, thirdly, in mechanical habits of thought. The book is studied to be committed, and committed to be recited, and retained to be examined on, and not as intelligent knowledge which is to form part of the furnishing of a working mind. Now I concede that, as our system now stands, we can expect no immediate or thorough change to avoid these difficulties. In some of our larger cities boys may be successfully fitted for college entirely at the public schools, but not in the smaller towns and in country places. I therefore take the position that the public schools should be brought as nearly as may be into such efficiency that they may do much of the preparatory work, and that the young should be kept as long in them as may be, while some dependence is yet placed on private instruction or on select or funded schools for final touches of academic preparation.”

The relation of the College and High School is ably summed up by an able educator, from whom I quote the following :

“It happened that the course of study marked out for the higher education, and for the schools preparatory to it in this country, is not in accord with that which the common school has evolved in its natural growth. While the college has clung to the narrow curriculum of purely disciplinary studies—classics and mathematics—the common school has found it necessary to adjust itself to the social life of to-day, by expanding its disciplinary course in the “three R’s,” so as to include collateral branches useful mainly for information instead of culture. The collateral branches relate to the great fields of natural science and literature, that have developed so wonderfully in our age. The instrumentalities of the industrial civilization, whose mission it is to free all classes from the slavery of physical want, by the mediation



of machinery and the facilities of rapid transit, are created by natural science. The evolution of the humanitarian sentiments, convictions and ideas, that are the stuff out of which our social organism emerges, and the foundation on which it rests, is accomplished by the vast process of inter-communication, portrayal and representation, known as modern literature. It siezes all the collisions of human society, from the trivial ones that form the staple of family gossip, up to the vast one that whelm nations in their vortex. The individual may behold, in modern literature, himself portrayed, in all the myriad phases of his humanity. Now, the common school has yielded to the blind impulse which has pressed on it from without, and has expanded its course of study, so as to include an initiation into the technicalities of science and literature. Every year its curriculum is modifying so as to adapt it more fully to the wants of the individual in this epoch. His wants on the side of initiation into the humanities, and on the side of initiation into natural science, are better provided for from year to year. The higher education has yielded far less to this demand of the age. It has succeeded in repelling the collateral and information-giving studies from its preparatory course, and admits them only in the form of a supplement at the close of the course. The common school becomes more and more pervaded with the tone of these collateral studies ; the higher education is changing in this direction, but quite slowly. Meanwhile, the influence of the higher education is such as to discourage a liberal education on the part of those who take the common school course. It is confessed on all hands that the bulk of the pupils who enter our colleges come from the private schools or "academies," and not from the public high school. The cause of this is easy to see. The course of study in the public schools takes the pupil through the elements of collateral and information-giving studies before his preparation for college, while the curriculum of the college and its special feeders, the academies, does not reach those studies until after the five to seven years' apprenticeship in the pure-

ly disciplinary studies is completed. Should anything happen to break off the course of study marked out and tacitly prescribed for primary schools by our colleges, the pupil would leave school almost helpless as regards the conventionalities necessary to enable him to participate in practical life. The graduate of the public high school has been trained in the elements of English literature, universal history, the natural sciences, and modern languages, besides Latin, Greek, and mathematics. He does not enter college on equal terms with the graduate of the academy, for he has done much work for which he receives no credit in the college examination.

“While granting in the most explicit terms the importance of classic study in education, it is held that science and modern literature should be introduced early into the course of study and continued to the end. A change in the requirements for admission to college is demanded, so that these shall include not only Latin, Greek, and mathematics, but also, general history, English literature, and the elements of natural science. This change would at once bring private schools and academies to the same course of study as the public high school, and then, if the college course were modified so as to adapt it to carry on and complete the work begun in preparatory schools, there would be unity and harmony where there is now disagreement between the two systems of schools.”

Space forbids that I should more than briefly notice another important element in education, the lack of which has been frequently urged against the public schools. This may perhaps be stated as the elimination of religion from public instruction. The chief end of education should be the formation of character, into which moral and religious culture enter as prime factors. In other countries, where great school systems of public education are established—for example, England and Germany—religious instruction as a regular branch is given in the public schools. In England it is optional, while in Germany it is obligatory. But in

these countries there is an established form of religion. In our own country, where church and state are distinct, for the securing of perfect religious freedom, and entire liberty of conscience, religious instruction in the public schools is limited, and more or less controlled by the prevailing sentiment of the various communities. The family, and the church and its instrumentalities, are the efficient agencies to which it is specially consigned. The Sabbath School is the chief instrumentality of the church for giving religious instruction to the young, and in one sense it forms a correlative of public school instruction. In no other country has it attained such complete organization and power as in our own. The colleges, academies and boarding schools, which are somewhat monastic in their modes of life, forming, to some extent, separate communities, and withdrawing their students from parental and their own church influences, necessarily become responsible for the entire training—social, intellectual, moral and religious; while the pupils of the public schools continue under the care of their own families and the churches to which they may belong. The public schools, besides inculcating a love of truth, justice, uprightness of character, regard for the feelings and rights of others, obedience and self-control,—in our own community are also opened each day with reading the Bible, with the Lord's Prayer and hymns. The personal influence of the teacher is impressed more or less upon the pupils, and for this reason does the law require of the teacher evidence of good moral character, as well as intellectual attainments.

There has been prejudice, on the part of some in this community, against the High School. Three years ago the opposition assumed the form of a petition to the city council to abolish the High School, which petition was referred to the Board of Education without accomplishing the desired effect. The reason given for not complying with the request was, that as a majority of the Board were elected annually, an expression of the people was given in this way.



Last summer the attack was renewed, and a petition, widely circulated, was signed by 320 citizens, asking the council to submit the question of abolishing the High School directly to the people at the election in April. Notwithstanding the firm position of the Board, and the able arguments presented, the petition was granted by the council. The many warm friends of the schools who considered it a hazardous proceeding, rallied to the defence of the High School. The result of the election was, that out of about 1973 votes cast, only 293 votes were against the continuance of the school, a number less than of those who had signed the petition.

It is hoped that as the community become better acquainted with the aim and scope of the work of this school they will see that it is an indispensable feature of our system of public education, and not an abnormal excrescence.

I herewith append the report of our Board of Education in reply to the petition, as a matter of historic interest.

## REPORT OF THE BOARD OF EDUCATION.

*To the Hon. the Board of Education of the City of Jacksonville:*

The undersigned majority of the High School Committee beg leave to present the following report, in obedience to instructions received at the last regular meeting of the Board, March 3d, 1879.

DAVID PRINCE,

WM. P. BARR,

High School Committee.

Jacksonville, March 31, 1879.

GEO. W. SMITH, the third member of the committee, dissenting.

*To the Honorable the City Council of Jacksonville:*

WHEREAS, At the regular meeting of your Honorable body, February 6th, 1879, a petition by Ensley Moore, John Mathers, Clinton Fisher, Joseph Figueira, H. G. Whitlock,

L. W. Chambers, Michael Rabbit, Wade Hamilton, F. F. Schmalz, Peter Rabbitt, W. P. Callon, W. C. Wright, Chas. Widmayer, Joseph R. Askew, James M. Epler, Stephen Sutton, James Morrison, James Dunlap, I. J. Ketcham, and others, numbering altogether three hundred and twenty citizens of Jacksonville, was presented for your consideration, in the following words, viz :

JACKSONVILLE, ILL., May 9th, 1878.

"The undersigned citizens of Jacksonville, Ill., hereby request of the legal managers of our schools that the question whether the High School be continued at the public expense be submitted to the legal voters of the city, at an early day." And

WHEREAS, This petition was referred to the Board of Education, and at the meeting at which it was received, viz: March 3d, it was referred to the Committee on the High School with instructions to report.

*Therefore*, in accordance with these instructions, the following report has been prepared by the H. S. Committee, and is respectfully presented to your Honorable body :

The asking of a vote upon the continuance of any established institution implies dissatisfaction with it, and if such a request were made by a majority of the voters, it would be imperative. The vote for mayor in 1878 numbered (1721) one thousand seven hundred and twenty-one. Three hundred and ten (310) is  $18\frac{1}{2}$  per cent. of this number, or two (2) to eleven (11) nearly.

This petition bears the date of May 9, 1878, three-quarters of a year before the time of its presentation, and it is fair to suppose that as many signatures were obtained as would represent the minority in favor of the measure. A friendly regard for the opinions of a minority requires that a grievance should be candidly discussed in order that both parties may come to have the same opinions.

Unfortunately for this discussion, the grounds of dissatisfaction are not stated in the petition. It is probable that the



reasons for signing the petition were different with different persons, and it becomes therefore necessary to refer to the most common objections.

The first is that of expense.

With our buildings as they are, the chief diminution of expense by discontinuing the High School would be the salaries of the teachers, which have amounted during the past year to \$2,800.

In order to see if this amount would probably be saved to the tax payers, it is proper to refer to the history of public school education in Jacksonville.

Our city charter was obtained in '67, and under it our High School was organized in accordance with the following provision of law :

Article XI., Sec. 6, of the charter of the city of Jacksonville, approved February 15th, 1867, after enumerating various powers and duties of the Board of education, proceeds to say : "To lay off and divide the said disirict" (the territory embraced within the boundaries of Jacksonville, "into smaller districts, and to alter the same or erect new ones at pleasure ; to pass by-laws, rules and regulations, to carry their own powers into complete execution, and for the government of their own body, their officers, agents and servants, and providing for their meetings and adjournments, and generally to have and possess all power and authority for the proper establishment and control of an effective system of graded schools within said district, and they shall visit each and all the schools therein as often as may be necessary."

Previous to this time, the west half of the town (now city) constituted the West Jacksonville School District, having been the first in the order of organization.

Two other districts had been subsequently organized, one covering what is now the territory of the First Ward, and the other that of the Third Ward. Over these three independent schools there were three male principals. Each principal was ambitious to carry his pupils as far as he could.

The Hon. Newton Bateman was the first principal of the first public school in Jacksonville, and he has kindly furnished a statement of the history of his connection with it.

KNOX COLLEGE, PRESIDENT'S OFFICE,  
GALESBURG, ILL., March 11, 1879. }

DAVID PRINCE, M. D.:

*Dear Sir*—Yours 10th at hand. I opened the “West Jacksonville Dist. School” in September, 1851. A “High School department” was a part of the original organization of the school, and was, from the first, under my personal instruction. In that department, from the beginning, algebra, geometry, Latin and Greek were taught. A large number of young men were therein fitted for college and for business. I think the catalogues of Illinois College will show that for seven consecutive years (the time I had charge of the school), from one-fourth to one-third of the *regular* students of the college were fitted in the “High School Department” of the “West Dist. School”—perhaps even a greater proportion. That department was the very life and inspiration of the school, and greatly contributed to the success of the whole enterprise. It became exceedingly popular, and almost self-sustaining from the number of outside students that came in. At one time there were students there from seven different States. Surely the citizens of Jacksonville will not be so unwise as to abolish, or even cripple their High School.

Truly yours, NEWTON BATEMAN.

The Hon. Edward P. Kirby has been applied to for an account of his connection with the same school, and he has replied as follows :

JACKSONVILLE, ILL, March 19th, 1879.

*Dear Sir*:—Your letter of the 14th inst. asking me for a statement as to what branches were taught by the Principal of the West District School, at the time when I was Principal of the same, which are now embraced in the present curriculum of the High School, was duly received. I am afraid that I am not familiar enough with the studies now



pursued in the High School, to answer your question as fully as you may wish. I can, however, give you a statement of the studies which were pursued in the Principal's department of said District School, and you will know how far the two courses of study coincide. I was connected with the West District School of Jacksonville, as it was then called, for five years, two years as assistant, and three years as Principal, and during that time the course of study was substantially the same. The studies pursued were Latin, Greek, Mathematics, English Grammar, or Rhetoric. The mathematics studied, were Algebra and Geometry, the text-books being Ray's Algebra, Loomis' Algebra, Loomis' Geometry and Playfair's Euclid. In Latin the text-books were the Latin Grammar and Reader, (Andrews), a more advanced reader, comprising selections from various authors, the name of the author of which I do not now recall. Virgil, Sallust and Cicero's Orations. In Greek the text-books were Greek Grammar, Greek Reader and Xenophon's Anabasis. In English there was usually a class engaged in reading, analyzing and parsing some standard English author, no text-book being used. A part of the time a class in some elementary work upon rhetoric.

In addition to the above, there were exercises upon alternate weeks, in composition and declamation. The above studies, I believe, comprised the whole course of study in the Principal's room, and fully occupied his time six hours in each day. The classes were composed of pupils of both sexes. It was always expected that pupils finishing the course of study in the principal's department would be enabled to enter the Freshman class in any college.

Very truly yours.

EDWARD P. KIRBY.

DR. DAVID PRINCE,  
Jacksonville, Illinois.

A similar practice obtained in the other two districts.

The following from John Loomis, Esq., now teaching in the Blind Institution, shows the practice in the school which he superintended in what is now the First Ward:

JACKSONVILLE, March 19, 1879.

DR. D. PRINCE,

*Dear Sir:*—I do not remember all the studies in my department when I had charge of Walnut Grove School, as it was then called. But in consulting one of the most advanced pupils (at that time attending) he gave me names of the following branches which he was pursuing, viz: Geometry, Ray's Algebra, (Part II) Virgil, Physiology, Ancient Geography, Physical Geography. There were other advanced studies.

Most respectfully yours,

JOHN LOOMIS.

S. M. Martin, Esq., has furnished the following notes in relation to his principalship:

JACKSONVILLE, March 14, 1879.

DR. PRINCE,

*Dear Sir:*—I had charge of the Locust Grove School (now Third Ward) from September, 1859, to June, 1864, five years, and each year besides the branches now taught, we had classes (numbering from six to eight) in the following branches: Algebra, Geometry, Conic Sections, Trigonometry, Navigation and Surveying, Latin Grammar, Reader and Cæsar; Natural Philosophy, Chemistry and Astronomy, Political Economy and Constitutional Law; also Botany.

Yours truly,

SAMUEL M. MARTIN.

It appears from these statements that the time of three principals was in great part occupied in teaching small classes in what are now understood to be High School branches.

The salaries of these three principals, the year before the organization of the High School, i. e., in 1866-67, amounted

to \$2,800, the same sum as is now paid for High School teaching.

The fear is, that if the High School were discontinued, the same practice would be restored under the same ambition on the part of principals and the same pressure on the part of pupils and parents.

From this presentation of facts, it is plain that the organization of the High School was an economical measure, and that at the same time the teaching of the higher branches was better systematized and made more efficient.

It is not certain, therefore, that the discontinuance of the High School would materially diminish taxation.

A probable ground of dissatisfaction with some of the petitioners, is the absence of distinct religious teaching.

This ground of dissatisfaction must exist in relation to public schools in all communities in which people have conflicting views upon religious questions. The absence of religious teaching is justified, not because the omission is desirable, but because the constituents of the school cannot agree as to what shall be taught. The theory and justification of the public school, lie in a consent of the people to have literature, science and the universally-recognized principles of moral relations, both, human and divine, taught to all the children alike, while special religious opinions and observances are reserved for the family, the Sunday School and the church. Those who are opposed to the High School on religious grounds are equally opposed to the whole system of the public schools. Their opinions are to be respected, and it is hoped that the softening influences of time and thought will bring them on to the common ground of a common education, without regard to religion or nationality. The perpetuation of religious schools, implies the perpetuation of religious hatreds, from the instigation of which the earth has, in former ages, been deluged in blood.

The tendency of American civilization is to a softening of



religious asperities, in part, by the association of children whose parents live in different religious ideas.

Another objection which may have influenced a portion of the signers of this petition is one which lies, more or less clearly defined in the minds of a large number of intelligent people.

It is that the higher education of the masses is undesirable—that it creates dissatisfaction with dirty work, and there is always dirty work to do.

Ignorant persons take to soot more kindly than those who know about science and literature.

The truth is, however, that education is a sifting process, and increases the number from whom, by natural selection, arise the occupants of the seats of honor. The rich and the poor are, by the public school, brought nearly to that equality which republican institutions favor.

The honor or disgrace of occupations is one of social make.

The occupation is honored by the character of the person who pursues it, and the tendency of the times, and especially of higher universal education, is to make all honest labor honorable, and genteel idleness dishonorable.

There are grounds for the claim that opening the higher portals of learning stimulates the occupants of the lower grades to greater ambition to tread in the footsteps of their predecessors. This was the experience of Dr. Bateman as expressed in the letter already quoted.

The High School is an incentive to effort of the nature of attraction, helping to diminish the necessity for the coarser incentive by compulsion.

From the High School the University tends to lift still higher.

The last objection which can be thought possible, as resting in the minds of the petitioners is that of justice. A question of justice is always one to be considered in the spirit of patience and candor.

By what right, it is asked, are the many taxed for the education of the few who climb the higher steps of knowledge?

If any one will ask himself by what right one man is taxed to educate the children of his poor neighbor, he will make a beginning toward answering the question. It is commonly stated to be a necessity for the perpetuity of a republican form of government, and therefore to have the same social foundation as the necessity for roads, bridges and a fire department.

In the language of Edward Everett as quoted in the *Cyclopedia of Education* (to be found in the Reading Room) "I will thank any person to show why it is expedient and beneficial in any community to make public provision for the teaching of the elements of learning and not expedient or beneficial to make similar provision to aid the learner's progress toward the mastery of the most difficult branches of science and the choicest refinements of literature."

It had been shown that in the history of Jacksonville the High School was adopted as a measure of economy of labor, in a work in progress since the opening of the West District School in 1851 as well as a means to greater efficiency in this work.

The High School is a modern institution. It is stated in the *Cyclopedia of Education* that the first High School was established in Boston in 1797—in Philadelphia in 1837—in Baltimore in 1839—in Cincinnati in 1850—in Chicago in 1856—and in Jacksonville in 1867.

The first High School for girls in Boston was established in 1853—and in New York in 1870.

The general establishment of High Schools has arisen within the last twenty-five years, and people of slow movements are not yet used to them.

The institution is a development of our civilization, and fills a place which the Academy and the Seminary have proven incapable of fully occupying. It is not an antago-

nist to them but a fuller accomplishment of a work for which they alone were found insufficient.

The High School is open to the rich and poor alike, while the Academy and the Seminary could not be put on a free basis. To quote again from the *Cyclopedia of Education* "The High School and the University to which it is preparatory, constitute the best preservative of Republican equality and therefore a preventive of social caste inasmuch as they afford the means for all of whatever social grade, to enjoy the benefits of all the education which they have the capacity to receive.

"High School Education is the means of discovering and developing genius and talent, by the cultivation of which the social, industrial and political interests of the community are greatly advanced. The vital forces of a community center in its leaders, political, social and religious, and hence it is of the greatest importance that their gifted minds \* \* \* \* should have, without regard to wealth or social grade, full opportunity of receiving such an education as will render the power they must inevitably wield, beneficent to society at large."

The distinguished French statesman Talleyrand is quoted as saying that :

"The chief object of the State is to teach children to become, one day, its citizens. It initiates them, in a manner, into its social order by showing them the laws by which it is governed. \* \* \* This elementary instruction is a debt which society owes to all, and which it must pay without the slightest deduction."

Dr. L. Playfair, in a speech June 20, 1870, said : "Every peasant in Scotland knows that it is his own fault if he does not acquire such knowledge, in his own school, as will enable him to aspire to the university."

What is claimed for Scotland should be true in all parts of the United States.

In view of the facts and considerations here presented, the Board of Education see no reason to recommend the pro-



posed vote petitioned for by a minority of the voters of the city, without any statement of reasons.

It is believed that a careful examination of the subject will change the views of many of the petitioners, and if there comes to be, at any time, a majority of voters opposed to the continuance of the High School they can secure a compliance with their views by the election of members of the Board of Education.

Respectfully submitted,

S. HENRY THOMPSON, Pres't.

———, member 1st ward. A. R. Gregory, member 3d ward.

David Prince, " 2d " Wm. P. Barr, " 4th "

*Board of Education,*

*Jacksonville, Ill., Special Session, March 31st, 1879.*

## PRINCIPAL'S REPORT.

D. H. HARRIS, *Superintendent Public Schools:*

I herewith submit the report of Washington High School for the scholastic year ending June 1, 1879.

### GRADUATION.

The standing of the graduates is given in the table below:

#### RECORD OF GRADUATES.

	SCHOL'SHIP.	DEP.	ATT.	AV.	RANK.
Allen, Jas. S.....	77	99	96	90 $\frac{2}{3}$	10
Cullimore, Grant.....	81	31	92	68	15
Hall, W. E.....	78	97	99	91 $\frac{1}{3}$	9
Keeney, Jas. F.....	93	98	98	96 $\frac{1}{3}$	1
Knollenberg, W. E.....	76	82	99	85 $\frac{2}{3}$	14
Smith, Dresbach.....	86	91	87	88	13
Woodman, W. C.....	90	95	99	94 $\frac{2}{3}$	3
Cobbs, Eva A.....	80	96	99	91 $\frac{2}{3}$	8
Easton, Nellie.....	88	99	97	94 $\frac{2}{3}$	4
Fanning, Etta T.....	75	97	96	89 $\frac{1}{3}$	12
Knollenberg, Emma F.....	76	98	96	90	11
Maher, Mary L.....	86	99	92	92 $\frac{1}{3}$	7
Malone, Clara R.....	90	99	97	95 $\frac{1}{3}$	2
Richardson, Ella J.....	82	99	97	92 $\frac{2}{3}$	6
Upham, Mary C.....	88	96	96	93 $\frac{1}{3}$	5



## EXAMINATIONS.

The examinations held at the close of the year were eminently successful. The work of the year has been satisfactory. The questions mainly used in these examinations are appended to this report.

## TEACHERS.

At the opening of the year, the school lost the services of Miss Sadie Hamilton, an able and conscientious teacher of the admirable corps of assistant teachers employed during the year, I take this opportunity of expressing my thanks and appreciation. Respectfully submitted,

L. J. BLOCK,  
*Principal Washington High School.*

GRADUATING EXERCISES OF WASHINGTON  
HIGH SCHOOL.

AT THE OPERA HOUSE, FRIDAY, MAY 30th, 1879, AT 9 O'CLOCK A. M.

*Ipse Non Omnis.*

## ORDER OF EXERCISES.

## Prayer.

Chorus—The Lord is Great . . . . . *Rink.*

1. Essay—Our Boat is Launched, but Where is the Shore? . . . . . Emma F. Knollenberg.
2. Oration—Law and Liberty . . . . . J. S. Allen.
3. Essay—The Four Winds . . . . . Etta T. Fanning.
- Piano Solo—Polka de Concert . . . . . *Pattison.*  
Lottie A. Mount.
4. Oration—Oratory and Orators . . . . . William E. Hall.
5. Essay—Nature vs. Art . . . . . Eva A. Cobbs.
6. Oration—Literary Skeptics . . . . . William E. Knollenberg.
- Chorus—May Day . . . . . *Muller.*
- \*7. Oration—Shylock . . . . . Dresbach Smith.
8. Essay—Life, a Talent . . . . . Ella J. Richardson.
9. Oration—The Nation's Need . . . . . William C. Woodman.

\*Not delivered on this occasion.

10. Essay—Temporal and Eternal. . . . . Mary L. Maher.  
Semi-Chorus—On this Day of Joy. . . . . *Verdi*.
11. Essay—Weaving Webs. . . . . Mary C. Upham.
12. Security of Republics. . . . . Grant Cullimore.
13. Essay—Stepping-Stones. . . . . Nellie Easton.  
Piano—Tourbillon—Valse Brillante. . . . *Goldbeck*.  
Mary L. Maher.
14. The Palladia of Society. . . . . †Clara R. Malone.
15. Oration and Valedictory—Language and Life,  
James F. Keeney.
- Pilgrim's Chorus. . . . . *Verdi*.

## Awarding of Diplomas.

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†Salutatorian.

## NAMES OF GRADUATES.

Eva A. Cobbs,	James S. Allen,
Nellie Easton,	Grant Cullimore,
Etta T. Fanning,	William E. Hall,
Emma F. Knollenberg,	James F. Keeney,
Mary L. Maher,	Wm. E. Knollenberg,
Clara R. Malone,	Dresbach Smith,
Ella J. Richardson,	William C. Woodman.
Mary C. Upham,	

## HIGH SCHOOL CATALOGUE.

The following is a list of pupils, by classes, for the coming year. A few of the pupils have some deficiencies to make up during vacation.

## FIRST YEAR.

Ada Craig,	Lulu Goodrick,	John Catherwood,
Julia Coreia,	Mary Wolfe,	Willie Thornborow,
Maggie Collins,	Birdie McLaffin,	Richard Reynolds,
Lizzie Atkinson,	Clara Allen,	Albert Thompson,
Mary Hagar,	Idella Walton,	Henry Kackman,

Alice E. Angelo,	Jennie Hunt,	Harry Carriel,
Jennie Spruill,	Maggie Miles,	Harry Broadwell,
Emma Braun,	Fanny Spencer,	Howard Powers,
Isaac Lehman,	Harry Wheeler,	Henry Savage,
Meier S. Weil,	Truman Carter,	Frank Knollenberg,
James Reid.		

## SECOND YEAR.

Bessie McLaughlin,	Nellie Baker,	Fanny Wait,
Lulu Hillerby,	Lottie Mount,	Laura Hammond,
Maggie Hall,	Mary De Wolf,	Mary Pechlœffel,
Annie Rataichak,	Effie Graham,	Julia Baptist,
Siddle Bauman,	May Cary,	Clara Mitchell,
Katie Sperry,	Ella Smith,	Maggie Stephenson,
Almeran Tomlin,	Julius Strawn,	W. Davenport,
Jas. R. Smith,	John Smith,	Chas. G. Powers,
Chas. Wilson,	Fred. Metcalf,	Asa Robinson,
Wm. D. Humphrey,	Elliot Barnett,	Henry Root,
Jas. Walker,	Jos. Brennen,	Wm. McLaughlin,
Jos. Tomlinson,	Henry Reese	Howard Sawyer.

## JUNIOR.

Hattie Hayden,	May Wolcott,	Mary Larrimore,
Maggie Culp,	Jennie Scholes,	Frances Hayden,
Emma Williamson,	Martha Dalton,	Fanny Miller,
Belle Paradise,	Arthur Rider,	Ralph Reynolds,
Wm. Ewing,	Carl Black,	Henry Sheppard,
Chas. Schermerhorn,	W. Cafky,	Henry Hall,
Julius Weil,	Jos. Nunez,	Alf. Ewington.
Ed. Chambers.		

## SENIOR.

Effie Capps,	Ella Cafky,	Julia McDowell,
Ida Thompson,	Ida Tomlin,	Annie Thornborow,
Christie Higler,	Agnes Lusk,	Emily Miller,
Jennie Tomlin,	Emma Nance,	Nettie Hayden,
Annie Broadwell,	Luella York,	Arthur Miller,
Chas. Sawyer,	Frank Griffith,	Harry Fisher,



John Mindonse,  
A. F. Capps,

James Russel, Robt. R. Grierson,  
Chas. Hamilton.

## SUMMARY.

Senior class,.....	23
Junior class,.....	22
Second year class,.....	36
First year class,.....	33to40
Total,.....	121

## EXAMINATION QUESTIONS.

A few of the questions used in the High School, on the completion of the subjects presented, are given here, as they show to some extent the scope of the work done in this department. For want of room those in languages and some other departments are omitted.

## GEOMETRY.

1. If from a point without a plane, a perpendicular and oblique lines meet a plane, &c.
2. Define: Diedral angle, oblique prism, frustrum of pyramid, polyedron.
3. In any parallelopipedon, the opposite faces, &c.
4. The area of the surface of a regular pyramid equals, &c.
5. Define cone, cylinder, spherical angle, spherical polygon, zone.
6. The volume of a sphere equals, &c.
7. The area of a spherical polygon is equal to its spherical excess, &c.
8. Give formulas for finding circumference of circle, area of circle, volume of cylinder, surface of sphere, volume of sphere, and tell what each character is used to represent.
9. What is the entire surface of a cone where the side is 10 feet, and diameter of base 2 feet 3 in?
10. Required the surface of the moon, its circumference being 6786 miles.



## MODERN HISTORY.

1. Name all the sovereigns of Eng. belonging to the house of Tudor.
2. What was the character of Henry VIII?
3. In what century and reign did Shakespeare live, and who were his literary cotemporaries?
4. Sketch the history of Mary Queen of Scotts.
5. How did the Stuarts obtain the throne of Eng?
6. Give outline of Eng. history from 1625 to 1688.
7. Wnat part did Eng. take in War of the Spanish Succes-sion?
8. When did Eng. acknowledge the independence of the United States?
9. What do you know about the battle of Waterloo?
10. Name three important events in reign of Queen Vic-toria.
11. What French kings were cotemporary with Charles V. of Germany?
12. Who was Henry IV., and what did he do for France?
13. What part did France take in the Thirty Years War?
14. How long was the reign of Louis XIV., and what wars did he engage in?
15. State causes leading to the French Revolution.
16. What party was in power during the Reign of Terror, and who were the leaders?
17. Give outline of the history of Napoleon Bonaparte.
18. What is the present form of Government in France?
19. In what country and time did the Reformation begin?
20. Give cause of Thirty Years' War.
21. When and for what purpose did the Congress of Vien-na meet?
22. With what nations have the Turks contended for their territories in Europe?
23. Compare the present state of Italy with the past.
24. When was Poland a great nation, and what became of it?
25. The history of which country do you find most inter-esting?

## COMPOSITION.

1. Define sentence, clause, phrase.
2. Define different kinds of sentences and give examples.
3. Define expansion and contraction, and illustrate the processes by examples.
4. What is punctuation? name marks used.
5. When should a capital letter be used?
6. How may variety of expression be secured? Illustrate.
7. What are synonyms? has the English few or many, and why?
8. What is style?
9. Name and define four requisites in the choice of words.
10. Name and define three qualities which a sentence should possess.
11. Give rules for preserving the unity of a sentence.
12. What are figures of speech, and what is their use?
13. Name and give examples of figures of speech most used.
14. What is a paragraph? name three qualities to be aimed at in the construction of a paragraph.
15. What is verse? name and define the ten kinds.
16. What is rythm? mention the difference between English and classical versification.
17. What is a foot or measure? name kinds most used in English
18. Name and define two pauses belonging to verse.
19. Define four principal species of poetry.
20. Write a short composition, choosing your own subject.

## QUESTIONS IN NATURAL PHILOSOPHY.

1. (a) Describe Hydrostatic Press.  
(b) Demonstrate principle on which it depends.  
(c) Show how to find specific gravity of liquids.
2. (a) Describe airpump.  
(b) Prove Marriott's law.  
(c) Atmospheric pressure equals what? Prove.
- 3 (a) Give law of motion and prove. (which)

- (b) How far will a body fall in 5 seconds?  
What will be its velocity?
- (c) What is momentum?
- 4. (a) Mention the six simple machines.  
(b) Prove law of machines.  
(c) Describe cylinder and boiler of steam engine.
- 5. (a) Show that sound is propagated by vibrations.  
(b) Describe siren.  
(c) What are beats? Resultant tones?  
(d) How find relative and absolute velocity of sound in solids, liquids and gases?
- 6. (a) Explain total reflection.  
(b) What is light? Fraunhofer's lines?  
(c) What is Solar Spectrum?
- 7. (a) Describe compound microscope.  
(b) Laws of rays reflected from concave mirror.  
(c) Explain near-sightedness.
- 8. (a) Show that heat and light are the same.  
(b) Explain method of finding sp. heat by mixture.  
(c) What is unit of heat? Specific heat?  
Latent heat?
- 9. (a) Method of making magnets.  
(b) Mention kinds of electricity.  
(c) Describe Bunsen's cell.
- 10. (a) What is meant by intensity? by quantity?  
How gain each?  
(b) Describe electro-plating.  
(c) Describe receiving instruments in Morse's telegraph.

## PHYSIOLOGY.

- 1. Define organ, apparatus, and function, and give examples of each.
- 2. Of what do anatomy, physiology, and hygiene treat?
- 3. Name three principal tissues of the body.
- 4. How many bones in the human body—name the bones of the arm.
- 5. Name and define three kinds of joints.



6. Describe the structure of muscle.
7. How many teeth in permanent set—and name the different kinds.
8. Describe the liver and mention its office.
9. Describe the process of digestion.
10. Give five laws for securing good digestion.
11. Mention differences in the mouths of various classes of animals
12. Name the absorbents, and describe the Thoracic Duct.
13. What two kinds of assimilation and what is included in each?
14. What is meant by animal heat, and what is the usual temperature of the blood?
15. What respiratory organs have amphibians?
16. Describe the structure of the skin.
17. Give laws for the hygiene of the skin.
18. Describe the structure of the mammalian heart.
19. Give the circulation of the blood.
20. Name the two great Nervous Systems and briefly describe each.

#### MORAL SCIENCE.

1. Definition and province of Moral Science.
2. Into what two classes are theories of ultimate rule divided. Distinguish between them.
3. Give two theories of ultimate rule, and refute them.
4. Distinction between a *good* and a *utility*.
5. Define conscience.
6. Distinguish between pure morality and Positive Authority.
7. What is a moral law? A moral maxim?
8. Which is the higher duty, kindness or respect? Prove.
9. Is it ever right to lie? Give reasons for your answer.
10. Define duty; vice; fault; sin.
11. “ true liberty.
12. Mention ten cases where civil law is impotent.



13. Why are courts of equity necessary? The pardoning power of the executive?
14. State briefly what you can as to the right of the State to tax its citizens.
15. What kind of education should the State furnish?
16. Nature and end of Divine Government.
17. Define terms loyalty; legality.
18. In what institution is the first predominant; second; both?
19. Relation of family to State.
20. Can duties clash? If they do, how is the conflict to be settled?

### EXAMINATIONS AND PROMOTIONS.

One of the special phases of education at present is the tendency to over-do examinations and there is a danger growing out of this that, instead of producing a broad healthful development, teaching will be narrowed into to rigid, set grooves. Examinations should be prepared so as to counteract this tendency, and not only to exercise the memory, but to develop vigor of thought.

The excellence of a system of schools largely depends upon the careful discrimination made in the adjustment of the different grades. While thorough grading and classifying are indispensable features in successful supervision they are often secured with difficulty, if at the same time the work of the different grades is proportionately distributed—so that no teacher is excessively burdened while another has a much easier allotment. Sometimes the work can be equalized only by taking into account a longer period of time. The burden of one room is, upon promotion, transferred to another, and thus, frequently, what is an unequal adjustment of work for the time being, is, in a measure, overcome at a later part of the course. As a basis for grading, the daily recitations and the oral and written examinations of the superintendent are the principal data. Either of these tests taken alone, is liable to misrepresent pupils. While some pupils

make good recitations by committing to memory the words of the book and by obtaining outside help in preparing the lesson, they may be utterly wanting in the mastery of the underlying principles of the lesson, and the development of independent thought, which is, perhaps, the most important work. In all of the written examinations, when promotions are to be made, the test would be much more satisfactory if the pupils who were recommended for promotions, could be sent to the room for which they were candidates, and the examination conducted where the pupils would be more isolated.

We have broken away from the old custom of keeping all the pupils in the same classes and in the same grades a certain fixed time. Individual teachers transfer from one class to another, in their own room, as often as there seems to be advantage in the classification, and the superintendent makes transfers of individual pupils from one room to another after each monthly examination. Those falling below 60 per cent. join lower classes, and those not falling below 80 per cent. in any branch, are offered the privilege of joining the next class above. This plan seems to meet the different capacities, keeps up a healthful stimulus in the daily work, and removes the objection that the public schools are a "cast-iron system."

Constant watchfulness is necessary to guard against overworking precocious pupils and to prevent indifference and idleness on the part of those of less studious inclination.

This principle of advancement according to the ability of the pupil is also carried out in the High School.

One of the greatest benefits derived from the monthly written examinations of the ward schools, besides testing the thoroughness and keeping up constant interest, is that of securing uniform methods of teaching.

Our schools have felt the impetus of the "State Comparative Examinations." For two years they have participated in this work.

I here append specimens of the examination questions used in the higher grades of the ward schools.

## ARITHMETIC.—SEVENTH GRADE—2½ HOURS.

1. Define notation; power; rectangle; evolution; trapezium.
2. (a) Divide twenty thousand by two ten-millionths. (b) Write 4787 in Roman notation.
3. Paris 2 deg, 20 min. 22 sec. east long. and Baltimore is 76 deg. 37 min. west long.; when it is noon in Paris what is the time in Baltimore?
4. A man had 5000 bushels of apples and made 10 per cent. of them into cider; 20 per cent. of the remainder decayed, and 40 per cent. of what then remained were sold at \$3.25 a bushel what was received?
4. A note for \$143.50 dated August 1, 1873, bears the following endorsements: Dec. 16, 1873, \$37.40, July 1, 1874, \$7.09, Dec. 22, 1875, \$13.13, Sept. 9th, 1876, \$50.50, how much is due Dec. 28, 1876, the rate being 7 per cent?
6. If 3 men, working 6 hours a day, can build a wall 4 ft. high, 3 ft. thick, and 60 ft. long in 3 days, in how many days of 10 working hours will 5 men build a similar wall 6 ft. high 2 ft thick and 75 ft. long?
7. Two persons started from the same point and go the one due east, the other due south. The first goes twice as far as the second, and walks 20 miles a day. How far apart are they at the end of 6 days? (one place decimal).
8. At 80 cts. a meter what will it cost to fence a lot containing 1944 areas, if it is  $\frac{2}{3}$  as wide as it is long?
9. A ladder 15 meters long if placed at a certain point in a street will just reach a window 12 meters above the street on one side, or a window 9 meters above the street on the opposite side. How wide is the street?
10. What is the cube root of 2357647691?

## GEOGRAPHY.—SEVENTH GRADE—1½ HOURS.

1. Give the departments of Geography and define each. Bound the temperate and torrid zones, and give their seasons.
2. Reckoning 70 miles to a degree, how many miles is it



from the Artic Circle to the Tropic of Capricorn? Give latitude and longitude of San Francisco and Calcutta.

3. Give five branches of industry and tell in what part of our country each is carried on.

9. Give names and locate five Mts. of N. E. and five cities of the territories.

5. What and where are Hecla? Mecca? Candia? Victoria? Batavia? St. Helena? Dahomey? Muscat? Ceylon? Rangoon?

6. Give five exports of Africa, and five of Asia, and tell from what part of the country each is sent.

7. Name the Republics of South America, and give their capitals.

8. Which of the United States excels in each of the following: (1) Population? (2) No. of good harbors? (3) Production of salt? (4) Cotton? (5) Wheat? (6) Iron? 7) Copper? (8) Wine? (9) Sugar? (10) Variety of Manufactures?

9. Give five exports of the West Indies. Locate five manufacturing cities of Europe and the name of the article each manufactures.

10. Bound Australia; Siberia; Alexandria Land; Afghanistan.

#### GRAMMAR.—SEVENTH GRADE—2 HOURS.

1. Give the departments of Grammar and define each.

2. Define improper triphthong; sub-vocal; trisyllable; collective noun; interjection. Give examples.

3. Give the plural of army, knife, penny, mother-in-law, stratum.

4. Give synopsis of *know* in the subjunctive mode, third person singular, feminine gender, passive voice.

5. Write a sentence having one principal and one subordinate proposition. Analyze it and parse the predicate of each proposition.

6. What is an attribute and how joined to an object? Give examples.



7. How are elements divided or named according to *rank*? *use*? *form*? *state or condition*? Give examples of each.

8. What is it to analyze? transform a sentence? construct? classify? reconstruct? Example.

9. Analyze: "*In the woods I love to roam*

*"When the tired hedger hies him home."*

Parse the italicised words.

10. Parse the italicised words in the following:

"The *horse* running *away*, the wagon was *broken*"

"The *horse*, running away, *broke* the *wagon*."

#### U. S. HISTORY.—SEVENTH GRADE.

1. What four nations explored the territory of U. S. When and where? Give names of explorers.

2. Give place and date of five settlements in the first half of the 17th century. Give character or object of each, and name of leaders.

3—4. Give cause, date, and result of five wars before the Revolution.

5. Give brief account of Pizzaro; Cortez. What three Dutch Governors had New York?

6. Who was Andros? Bacon? Marquett? John Elliot? William Pitt?

7. What led to the Revolution? When and where was the First Continental Congress held and what was done at it? The same of the second Continental Congress.

8. Give date, place, and name of the Generals, of what you consider the five most important engagements of the Revolution, also state why you think them the most important.

9. Who was Arnold? Marion? Aaron Burr? Eli Whitney?

10. Give date, place, and the names of three of the most important engagements of the Civil War, and the name of the commanding Generals in each battle. What important event in Jackson's administration? In Tyler's administration? In Buchanan's administration?

## ARITHMETIC.—SIXTH GRADE.

1. A boy has 216 marbles, which was  $\frac{6}{7}$  of the number that his brother had; after each brother had given  $\frac{5}{6}$  of his to a cousin, how many would each have remaining?

2. Find the difference between ten thousand and ten thousandths, and divide the remainder by ten millionths.

3.  $\frac{7}{8}$  of 72 is 21 times  $\frac{1}{2}$  of what number?

4. A man spent  $\frac{1}{2}$  of his money and then spent  $\frac{1}{3}$  of the remainder and had \$480 left. How much had he at first?

5. What will it cost to carpet a hall 52 ft. long and 35 ft. wide, with straw-matting, 2 ft., 4 in wide, at 10 cts. a yard?

7. Having the difference of two numbers and the greater, how do you find the less?

7. When it is noon at Buffalo, what is the time at Naples, the former being in 78 deg. 55 min. west longitude, the latter in 14 deg. 15 min. east long.?

8. I paid \$300 for 3 acres of land; after giving away a piece 12 rds. long and 10 rds. wide, for how much a square rod must I sell the rest in order to lose nothing?

9. If a person buys 600 bushels of cranberries at \$9.25 a bushel and sells  $33\frac{1}{3}$  per cent. of the same at a profit of 10 per cent., and the rest at a profit of  $12\frac{1}{2}$  per cent., how much per cent. will be gained on the whole?

10. A man being offered \$6045 for a trotting horse, declined the offer as it was  $2\frac{1}{2}$  per cent. less than it cost him. He afterwards sold it for \$6,355; what per cent. did he gain or lose?

## GEOGRAPHY.—SIXTH GRADE.

1. What causes day and night? the change of seasons?

2. What is a Water-shed? Sound? Plateau? Isthmus? Delta?

3. What is climate, and upon what does it depend?

4. Give the names of five Colleges in the U. S., and tell where located.

5. Bound Utah; Ontario; Paraguay; Holland; Honduras.

6. What are the principal products of Penn.? Ohio? Ky.? Ill.? R. I.?

7. Which of the West Indies belong to Spain? which to England?

8. Give five exports of S. A., and tell from what part of the country they are sent.

9. Give three foreign possessions of Europe in or near each of the five grand divisions or continents.

10. Where situated and for what noted: Rome? Dantzic? Moscow? Hammerfest? Aberdeen? Swansea? Versailles? Corsica? Andorra? Malaga? Give Lat. and Long. of either one.

#### GRAMMAR.—SIXTH GRADE.

1. Define Grammar and give its departments.

2. Define *derivative word* and give *example*; a *triphthong*; a *preposition*; an *abstract noun*.

3. What three ways of distinguishing gender? Give example of each.

4. Define defective verb and give example; auxiliary; redundant verb; potential mode; perfect participle.

5. What four forms have transitive verbs. Give example of each.

6. Give the synopsis of the verb *admire* in passive voice, potential mode.

7. Give the four classes of adverbs and example of each.

8. Parse the italicized: "*Tell* me not in mournful numbers Life is *but* an empty *dream*."

9. Parse the italicized: "*That* man told *me what* he said."

10. Correct: "I told him to set down, and he laid down."  
"Yes it were him who give the information."

#### ARITHMETIC.—FIFTH GRADE.

1. Three boys found a purse of money containing \$17. The first got  $\frac{1}{3}$  of the money, the second got \$6, the 3d the remainder; how many dollars did the 3d get?



2. What are  $40\frac{3}{4}$  bushels of berries worth at  $5\frac{1}{2}$  cts. a pt.?
3. What costs a pile of wood 28 4-5 ft. long, 14 2-5 ft. high and 50 ft. wide at \$9.50 cord?
4. If one ounce of lead is worth  $\frac{3}{10}$  of a mill, what is a ton worth?
5. Divide .0005000 by five hundred ten-thousandths.

## GEOGRAPHY.—FIFTH GRADE.

1. Give three proofs that the earth is round.
2. What is longitude and how does it vary in length from the Equator to the poles?
3. What is a monarchy? Give five different names applied to a monarch.
4. What is said of the purchase of Alaska? of its size?
5. What and where is Hecla? Upernavik? Oneida? Pontchartrain? Everglades?
6. In what States is cotton produced largely? Tobacco? Wheat? Corn? Wool? Wine? Petroleum? Salt? Coal? Copper? Iron?
7. For what is Ann Arbor noted? Cape May? Lynn? Yorktown?
8. What three nations were engaged in settling America? Characteristics of each?
9. Where and for what noted: Galena? New Almaden? San Antonio? Fremont's Peak?
10. Bound Tenn.; S. C.

## FOURTH GRADE.

1. Write four hundred eighty ten-thousandths.
2. Divide .0050 by .050.
3. If  $\frac{1}{2}$  of 4289 sheep cost \$214, what will one sheep cost?
4. If a barrel of lemons contains 40 doz. what will 5 barrels be worth at 2 cts. for each lemon?
5. Divide 450 2-5 by 23 1-5.



## GEOGRAPHY.—FOURTH GRADE.

1. What is a peninsula? an isthmus?
2. Where is the Winooski River, and what city is situated upon it?
3. What three States produce the most cotton? What State produces the most tar and turpentine?
4. Where situated, and for what noted—Mobile? Newport? Chicago? Utah? Virginia City?
5. Where situated and for what noted? Manchester? Belfast? Brussels? Lyon? Florence?
6. Where situated and for what noted—Odessa? Athens? Canton? Melbourne? Glasgow?
7. Give five Mts. of Europe.
8. Give five rivers of Asia.
9. What does Northern Africa produce? China? Banca? What is said of Mocha? St. Helena?
10. Which is the hottest zone? the coldest? Which do we live in? What country has a moist climate? a dry climate?

The course of study has remained essentially the same, in the ward and High Schools.

A change of Readers at the beginning of the year has been the means of greatly improving the methods and increasing the results in this branch of study. The influence of the new readers in securing an appreciation of the best literature has been marked. It has always been our aim to give a healthful direction to the pupils, outside reading, and the new readers are of the greatest assistance in introducing them to the best authors.

Drawing in our schools, in common with those of other cities, has received a new impetus within the last few years. A change to Krusi's system was made in the fall of 1878, and a special teacher was provided for a short time to instruct the regular teachers in the methods of teaching free hand and inventive drawing. The interest and enthusiasm awakened in the teachers were communicated to the pupils and better results, both in design and in execution, were obtained than ever before. The course begins in the primary grade with the simplest elements, and is concluded in the High School, with perspective drawing. If a special teacher were constantly employed the work done would be of a higher and more uniform degree of excellence. But with a few exceptions the work has been faithfully done by the regular teachers.

The oral instruction in Natural Science has been carried out with some modifications of the prescribed syllabus. In no other part of the school work is the general ability and tact of the teacher more thoroughly tested and developed. There is great danger that the chief object of these oral lessons may be lost in burdening the memory with technical names which should, at first, be guarded against. The subjects are presented carefully, both with reference to their scientific order and psychological development of the pupil, so that for mental training and for giving information, they are superior to the desultory talks on unrelated objects, such as *a key, the manufacture of pins, cloth, &c., the beaver or the*

*honey bee, &c.*, which form the basis of much dissipation of effort known as oral or object teaching.

The Metric System was taught in the Seventh Grade, a set of apparatus, consisting of weights and measures, having been provided for teaching it more successfully.

A new interest has been awakened in Chemistry and Natural Philosophy in the High School, during the past two years, special provision having been made for teaching these two branches with accompanying experiments and illustrations.

To encourage the pupils in the study of natural science a day was appointed by the board to be spent in the woods that the teachers and pupils might apply and illustrate more fully some of the principles and theories which had been presented in the school-room. The day was more profitably spent and enjoyed than was anticipated. It is hoped that with this experience, such a day may be annually observed in our schools.

It is gratifying to record a growing interest in the schools as indicated by the largely increased number of visitors during the past year.

In conclusion, I hereby tender to the Board of Education, the associated teachers, the press and the community, an acknowledgement of their faithful co-operation in advancing the interest of the schools.

Respectfully submitted,

D. H. HARRIS.





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# APPENDIX.

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## CLERK'S REPORT.

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Expenditures for the year ending March 31st, 1879.

Salaries.....	\$19,851.46
Fuel.....	702.33
Building.....	1,508.86
Repairs.....	1,714.52
Stationery.....	307.79
Interest.....	3,107.11
Insurance.....	22.40
Printing.....	80.30
Notes.....	1,000.00
Contingent .....	505.30
Improving grounds.....	588.22
Furniture and apparatus...	5,046.46
Costs (collecting notes, &c.....	73.45
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Total.....	\$34,508.20

## TEACHERS, 1878-'79.

## HIGH SCHOOL.

LEWIS J. BLOCK, A. M., *Principal*.

Miss LIDA RICH,

Mrs. J. S. HAKE,

Miss ALICE S. RHOADS.

## SEVENTH GRADE.

Miss LYDE KENT, *Principal*.

Miss HATTIE E. HAMMOND.

## FIRST WARD.

Miss HANNAH TOBEY, *Principal*.

Mrs. J. E. MORRIS,

Miss JENNIE S. KING,

Miss MOLLIE H. KING,

Miss JENNIE FAY.

## BRANCH SCHOOL.

Miss NETTIE E. MARTIN.

## SECOND WARD.

Miss MARY A. SELBY, *Principal*.

Mrs. F. S. PADGETT,

Miss E. D. MALONE,

Miss S. F. ELLIS,

Miss ATTILIA RAWLINGS.

Mrs. ELLEN RAMSEY.

## LAFAYETTE BRANCH.

Mrs. M. E. WALLS,

Mrs. J. C. MALONE.

## THIRD WARD.

J. B. SMITH, *Principal*.

Mrs. M. E. CALDWELL,

Miss LULU WILLIAMS,

Miss JOHANNA HAMLETT,

Mrs E. O. CASSEL,

Miss JOANNA STACY,

Miss MINERVA MONTGOMERY,

Miss BELLE KINMAN.

## FOURTH WARD.

Miss ELLEN HAMMOND, *Principal*,

Miss S. LIZZIE WRIGHT,

Mrs. F. C. McLAUGHLIN,

Miss ANNIE BELLATTI,

Miss MATTIE Y. MORRISON.

## LIST OF TEXT BOOKS.

## HIGH SCHOOL.

*English Language*—Appleton's Fifth Reader, Greene's Analysis, Hart's Rhetoric, Collier's English Literature, Swinton's Composition.

*Natural History*—Cornell's Physical Geography, Cutter's Physiology, Gray's Botany, Orton's Zoology.

*History*—Anderson's General History.

*Mathematics and Astronomy*—Davies' Bourdon, Davies' Geometry and Trigonometry; Rolfe and Gillett's Astronomy.

*Natural Philosophy*—Rolfe and Gillett's.

*Chemistry*—Rolfe and Gillett's.

*Moral Philosophy*—Hickock's.

*Mental Philosophy*—Hickock's

*Latin*—Allen & Greenough's Course, Leighton's Latin Lessons, Hanson's Latin Prose.

*French*—Otto's Grammar.

*German*—Whitney's German Grammar, Adler's, Whitney's and Ahn's German Readers.

*Greek*—Goodwin's Course and Leighton's Lessons.

*Arithmetic*—Felter's.

*Book-keeping*—Drew's, Bryant & Stratton's.

## WARD SCHOOLS.

*Readers*—Appleton's First, Second, Third and Fourth Readers.

*Grammar*—Greene's Introductory.

*Arithmetic*—French's Elementary, Common School, Ray's Intellectual.

*History*—Quackenbos's.

*Geography*—Guyot's Elementary and Warren's Common School.

*Drawing*—Krusi's System.

*Penmanship*—Spencer's System.



*For the use of teachers*—Cornell's Physical Geography, Hotze's Physics, Youman's First Book of Botany, Quackenbos's and Swinton's Composition, Prang's Chromos on Natural History, Hooker's Child's Book of Nature, Calkin's Object Lessons.

## SYLLABUS OF NATURAL SCIENCE.

To be taught orally in weekly lessons of thirty to fifty minutes' length.

The following syllabus and directions for the use of teachers are taken from the St. Louis system, extensively used in neighboring cities, and adopted by our Board of Education in 1871. Both the syllabus and directions have been modified to suit the wants of our schools.

### FIRST GRADE.

Or first year in school: Plants, or outlines of Botany.

*First*—Flowers, their structure, color, perfume, habits and shapes.

*Second*—Leaves, fruits, seeds, their shape, &c., uses, sap, decay.

*Third*—Buds, roots, their purpose, stalks and trunks, bark of plants. wood.

*Fourth*—Circulation of sap, what is made from sap, sleep of plants, &c. Review of topics of the year.

### SECOND GRADE.

Or second year in school: Animals, *i. e.* outline of Zoology or Physiology.

*First*—Blood, what it makes, how it is made; the ground, what comes from it as food for animals; stomach and teeth; circulation of the blood.

*Second*—Breathing; brain and nerves; use of the senses; seeing; protection of the eyes; hearing; smell; taste; touch; the bones; muscles;

*Third*—Brains and nerves in animals compared with those

in men; limbs of animals and their uses; the hand of man and its substitutes in animals; what instruments and tools animals possess for attack and defense.

*Fourth*—Wings and fins; clothing of men and animals; wherein man is superior to animals; intelligence of animals; sleep, its uses; death, what is it?

### THIRD GRADE.

Or third year in school: Elements of Physical Nature.

*First*—Air; wind; flying and swimming compared; pressure of the air, pumps, barometer, air-pumps, pop-guns, gases distinguished from liquids, gunpowder.

*Second*—Balloons, bubbles, heated air, chimneys, draft and ventilation, uses of water, water level, pressure of water, attraction in solids and liquids.

*Third*—Water in the air, clouds, snow, frost and ice, heat and cold, communication or conduction of heat, effects of heat, steam, light, color, electricity, magnetism.

*Fourth*—Gravitation, motion of the earth, friction. Review of the year.

### FOURTH GRADE.

Or fourth year in school: A more thorough course in Botany.

*First*—Modes of studying plants: Leaf, stem, inflorescence, flower, root, seed, woody plants, fruit, illustrating by familiar examples.

*Second*—The difference in species of TREES, their habits, place of growth and uses to man: Pine, cedar, willow, oak, beech, maple, walnut, hickory, sycamore, ash, poplar, birch, (what “deciduous” and “evergreen” signify,) magnolia, live oak, honey locust, banyan, laurel, mosses.

*Third*—FOOD PLANTS, (1) wheat, barley, oats, rye, Indian corn, rice; (2) potatoes, yams, beets, turnips, onions, beans, peas; (3) apples, peaches, pears, plums, cherries, oranges, bananas, lemons, bread fruit, dates, pineapples, figs, grapes; (4) sago, tapioca, sugar-cane, cocoanut, palm, its various

uses; (5) pepper, cinnamon, cloves, nutmegs, vanilla; (6) tea, coffee, cocoa, mate; (7) Irish Moss.

*Fourth*—PLANTS USEFUL IN THE ARTS.: (1) indigo, log-wood; (2) olive (oil), flax seed (oil), pine, (turpentine, resin, tar); (3) caoutchouc, gutta percha. *Medicinal Plants and Stimulants*; Sarsaparilla, Cinchona, (quinine), aloes, tobacco, opium, rhubarb. *Plants valuable for Clothing*: Cotton, flax hemp.

#### FIFTH GRADE.

Or fifth year in school.

*First*—Physiology: (1) Bones, preservation of the teeth; (2) skin, its membranes, pores, perspiration, cleanliness; (3) flesh, fat, muscles, tendons; (4) circulation of blood, veins, arteries, the heart; (5) breathing, lungs, effect on the blood; (6) digestion, chyme, chyle, food and drink; (7) nerves, brain, five senses and how to use them; (8) voluntary and involuntary motion, effect of exercise; (9) sleep, disease, death. (10) Proper hygienic habits, eating, drinking, sleeping, exercise, bathing, sitting in a draft of air, tight lacing, cramping the lungs, breathing pure air, keeping feet warm and head cool, &c.

*Second and third*—Classification of animals, their differences and resemblances. 1. *Vertebrates*: (A) Mammals: (a) orangoutang, monkey; (b) bear, cat, dog, lion, panther, tiger, cougar, wolf, leopard; (c) kangaroo, opossum; (d) beaver, squirrel, rat, mouse; (e) sloth, ant-eater; (f) elephant, rhinoceros, hippopotamus, horse, hog; (g) camel, llama, cameleopard, deer, goat, ox, sheep; (h) whale, dolphin, walrus, porpoise, seal. (B) Birds. (a) vulture, eagle, hawk, owl; (b) parrot, woodpecker, cuckoo, toucan; (c) lark, robin, swallow, sparrow, mocking-bird; (d) domestic fowl, quail, pigeon, peacock, turkey, partridge; (e) ostrich, stork, crane, duck, swan, penguin, goose, pelican. (C) Reptiles: (a) lizard, crocodile, alligator; (b) toad, frog, turtle; (c) rattlesnake, boa-constrictor, python, cobra. (D) Fishes: Pike, salmon, cod, mackerel, shad, shark, flying-fish, cat-fish, trout,



herring, sardine. II. *Molluscs*: Oyster, clam, pearl-oyster, snail. III. *Articulates*: Lobster, craw-fish, worm, spider, insect, honey-bee, silk-worm, cochineal, fly, wasp, butter-fly, &c. IV. *Radiates*. Corals, animalcules.

#### SIXTH GRADE.

Or sixth year of the course, should take up a special course in Physical Geography as follows;

*First*—Geology, structure of land, form of continents, islands, mountains and valleys, plateaus, plains, volcanoes and earthquakes.

*Second*—The water; springs, rivers, lakes, the ocean, tides, waves, winds, currents, relation to commerce and climate.

*Third*—Meteorology; the atmosphere, temperature, the winds, moisture of atmosphere, dew, fogs, rain, snow and hail, climate, electrical and optical phenomena of the atmosphere.

*Fourth*—Organic life, botany, zoology, ethnography, relation of plants, animals and men to their place of abode.

#### SEVENTH GRADE.

Special course in Natural Philosophy, as illustrated in familiar objects, natural and artificial.

*First*—*Natural Philosophy*: (1) Gravitation and pressure, weights, pump, barometer, pendulum; (2) cohesion, glue, paste, mortar, cement, &c.; (3) capillary attraction, lamp-wick, sap, sponge, sugar, &c.; (4) mechanical powers, lever, pulley, inclined plane, wedge and screw—friction, (5) heat, sun, combustion, friction, effect on bodies, steam, thermometer, conduction, clothing, cooking, &c.; (6) light, sources, reflection, looking-glass, refraction, catoptrics, microscope, prism, telescope, effect on growing bodies, photograph; (7) electricity, lightning, sealing-wax experiments, &c.; (8) magnetism, mariner's compass, horse-shoe magnet, telegraph.

*Second*—Matter and its properties; force, molecular forces, gravitation and weight, specific gravity, center of gravity, motion, action and reaction, compound motion.



Machinery; friction, strength of materials, use of materials in construction, hydrostatics and capillary attraction, hydraulics, pneumatics, acoustics.

*Third*—Heat and its sources, communication and effects; steam-engine; warming and ventilation; meteorological instruments, thermometer, barometer, hygrometer, rain-guage, anemometer; classes of clouds; classes of wind; meteors and aerolites, aurora borealis; halos; circulation of water through the processes of evaporation, clouds, rain, springs, rivers, ocean, &c.

*Fourth*—Light; sources, reflection, prismatic spectrum; structure of the eye; optical instruments, telescope, microscope, &c.; electricity; magnetism; electro-magnetism; telegraph.

## REMARKS ON THE METHODS OF TEACHING THIS SYLLABUS.

1. The teacher must not consider herself required to go over all the topics in any given quarter. She must not attempt to do any more than she can do in a proper manner. If it happens that only the first two or three topics are all that can be dealt with profitably, the teacher must not allow herself to take any more.

2. In case the teacher finds that the topics of any given quarter are not arranged in such an order that she can take them up to the best advantage, she is at liberty to change that order; but she must not proceed to the work of a new quarter, or to any portion of it, until she has first given ten weekly lessons on the quarter's work she has begun.

3. No more than ten weekly lessons should be given on the work laid down for a quarter. When these have been given, proceed to the work of the next quarter, whether the topics of the quarter in hand have all been considered, or only a very small portion of them.

## REMARKS.

The course is arranged with reference to *method* rather than quantity or exhaustiveness. If only one topic is thoroughly discussed in each quarter of the first year, some very important ideas will be gained of the science of botany. In the fourth year of the course, the pupil will come round to the subject again, and can deepen his insight into the methods of studying the world of plants, learn the general outline of classification adopted, and train his observing powers. When he comes to the sixth year of the course, he will again touch upon the subject in such a manner as to see the province this subject occupies in the world of nature, and its general bearings upon other fields of investigation.

The question will be asked, Why not reduce the number of topics upon a given subject to the number that can be actually discussed by the teacher?

The answer is: 1. A selection of topics from a comparatively full enumeration of them is best left to the individual teacher. 2. The exact number of topics that can be profitably discussed by teachers will vary with their capacities; moreover it will vary from year to year as teachers become familiar with the course; hence it is necessary to have a variety, and to have topics enough for the most rapid classes. 3. It is, moreover, important to keep constantly before the teacher a full outline of the subject, so as to prevent the (very common) tendency to treat a theme in its narrow application only, and to omit its general bearings.

## GENERAL PLAN OF THE COURSE.

It will be observed that in the course, there is a spiral movement, or recurrence of the same topics: 1. The subjects of Natural Science, (a) the plant, (b) the animal, (c) the physical elements and mechanical powers, constitutes a primary course of three years; so that even those who receive the minimum of school education shall acquire some

insight into the elements and instrumentalities which play so important a part in the industrial age in which they live. 2.

In the fourth, fifth and sixth years, these subjects of Natural Science are all taken up again in a second course, and much more scientifically developed. (a) Botany, its method and practical application; (b) Zoology and human physiology; (c) motion and force in masses, in particles, and as applied in the mechanical powers; (d) Astronomy, forming a transition to the grammar school course in Physical Geography; five years is the average attendance on our schools; hence the average pupil will get two courses in Natural Science.

3. In the seventh and eighth years of the district schools, a third course in Natural Science is given, in which begin to appear more clearly in outline the several sciences: (a) Under Natural History or organic nature: Geology, Meteorology, Botany, Zoology, Ethnology. (b) Under Natural Philosophy, or Physics: Matter, force and motion, machinery, molecular forces and instruments involving their application.

4. In teaching Natural Science, it is of the greatest importance to select typical objects or facts; *i. e.* objects or phenomena that are types of a large class by reason of the fact that they manifest all of the chief properties or attributes common to the other individuals of the class, and at the same time manifest them in the most obvious manner. It would not do, for instance, to select an object in which the properties to be illustrated were not well developed, nor an object with which the pupils were not familiar.

5. Every lesson should be given in such a way as to draw out the perceptive powers of the pupil by leading him to reflect on what he sees, or to analyze the object before him. It is at first thought strange—although it is true—that the powers of observation are to be strengthened only by teaching the pupil to *think* upon what he sees. The process is one of division (analysis) and classification, and secondly of tracing casual relations; hence the questions most frequently are: "What qualities or properties has this object, exhibiting the same? What separate actions or movements



form the steps or stages in its process? What other objects and processes have the same classification? What relation of this object or phenomena to others, whether as to cause and effect, or as to means and end? ”

6. *How to Conduct a Lesson*—(a) Prepare yourself beforehand on the subject of the lesson of the week, fixing in your mind exactly what subjects you will bring up, just what definitions and illustrations you will give or draw out of the class. All must be marked and written down in the form of a synopsis. The black-board is the most valuable appliance in oral lessons; on it should be written the technical words discussed, the classification of the knowledge brought out in the recitation, and, whenever possible, illustrative drawings. (b) Pains should be taken to select passages from the reference books, or other books illustrative of the subject under discussion, to be read to the class with explanation and conversation. (c) Whenever the subject is of such a nature as to allow of it, the teacher should bring in real objects illustrative of it, and encourage the children to do the same. (d) But more stress should be laid on a direct appeal to their experience, encouraging them to describe what they have seen and heard, and arousing habits of reflection, and enabling the pupil to acquire a good command of language. (e) Great care must be taken by the teacher not to burden the pupil with too many new technical phrases at a time, nor fall into the opposite error of using only the loose, common vocabulary of ordinary life which lacks scientific precision.

7. *Reference Books*—For method and information, the following books are recommended for the use of teachers: Hooker's Child's Book of Nature, Calkin's Primary Object Lessons, Youman's Botany, Cornell's or Warren's Physical Geography, Hotze's First Lessons in Physics, and Prang's Series of Chromos illustrating Natural History.

8. Although instruction in Natural Science in this course is confined to one hour per week, yet it is expected that what



is taught in these lessons will be referred to frequently in the regular course of study. Whenever, for instance, any of the subjects treated in this course of instruction come up in teaching the other branches, an exposition of their scientific phases should be required of the pupils. This will apply to the subject of Geography more than to the others. Arithmetic, History and the reading lesson will occasionally furnish references to one or more of the provinces here mapped out.

9. In connection with the Geography, History and Grammar lessons, a study of MAN should be carried on parallel to the study of material nature in the weekly oral lessons. The outlines of this study embrace: 1st, Physiology, or science of man as a body; this comes under Natural Science; 2d, Ethnology, or study of man as conditioned in development by his surroundings, climate, race, &c.; 3d, Wants and necessities of food, clothing, shelter, and the relation of these to the world. animal, vegetable and mineral; 4th, Language, and its divisions and structure; 5th, States of Society; 6th, Employments and occupations; 7th, Government; 8th, Religions.

10. Compositions should be written subsequent to the oral lessons, on the topics discussed. They should be short and to the point, and always in the pupil's own words. They should be illustrated by diagrams and pictures drawn by the pupil.

11. *Resume*—To name once more in a brief manner the cardinal points to be kept in mind constantly by the teacher:

(a) Take up only so many of the topics laid down for any given quarter as can be discussed thoroughly without overburdening the pupil's memory or distracting his power of attention.

(b) Never take up a topic that you are unable to explain and illustrate so clearly as to make the pupil understand it; avoid all phases of the subject that will tend to confuse rather than enlighten.

(c) Spend only ten weeks on the work of a given quarter, whether you do little or much in it; proceed then to the topics of the next quarter.

(d) Relieve the hour's work by as much variety as possible: 1st, reading and explaining something adapted to the capacity of your pupils; 2d, drawing out in a conversational manner the experience and information which your scholars already possess on the subject; 3d, exhibiting the visible objects which you or the pupils have brought to illustrate the lesson, and requiring the pupils to notice and name the properties, qualities, parts and attributes; 4th, never omitting to show, by a synopsis on the black-board, what has been discussed in the lesson, its classification and relation.

(e) Require short weekly compositions of the pupils above the third grade, in which they express in their own language their ideas on the subjects treated in the oral lessons.

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## WARD SCHOOLS.

### COURSE OF INSTRUCTION.

#### FIRST GRADE.

*Reading*—Appleton's First Reader and 100 pp. of the Second.

*Spelling*—Spell by letter and by sound all words of the reading lessons.

*Language, Writing and Printing*—On slate and black-board; print the first twenty pages of the First Reader; write in small script letters, at sight or from dictation, all words of the reading lessons after the 55th p. of First Reader; conversations upon Botany, Form, Color, &c.

*Number*—Read and write Roman and Arabic numbers as high as those used in numbering the lessons and pages of

the Reader; Grube's method to ten; make and learn the tables of addition, subtraction, multiplication and division through the threes.

*Music*—Learn twelve pages of No. 1 "Loomis' First Steps," or its equivalent, from the black-board, and five appropriate school songs by rote.

*Drawing*—Lines, angles and geometric figures on slate.

*Lines and Form, Color*—Lines—straight, curved, horizontal, vertical oblique, cone, circle. Color—Three primary; seven prismatic; white, black, shade, hue, tint, tinge. Illustrate by colored charts, colored crayons, cloth, worsteds and other convenient objects.

*Outlines of Botany*—See Syllabus, page 61.

*Calisthenics*—Twice each half day.

*Habits and Conduct.*

## SECOND GRADE.

*Reading*—Complete the Second Reader and the Third to page 75.

*Language*—Hadley's Lessons in Language, 32 pages, orally. Learn to use the words at the head of each lesson, in original sentences; conversation in physiology, as in syllabus.

*Spelling*—Spell all words of reading lessons by letter and by sound.

*Writing*—On slate and black-board all words and sentences of the reading lesson, using capitals wherever they occur, and observe the punctuation, and spell the names of classmates.

*Number*—Write numbers to 1000 at dictation, make tables on slate and commit to memory, in addition, subtraction, multiplication and division, through tens; add readily columns of figures to amounts not to exceed fifty.

*Geography*—Orally, from the globe shape of the earth, size and relation of the oceans and continents; definitions of land and water through the 29th page of Primary Geography.



From outline of map of the United States, names and location of States, Territories and capitals of States, names and locations of oceans, gulfs, principal bays, rivers and capes.

*Drawing*—No. 1. Book, Synthetic.

*Music*—Twenty - four pages of No. 1 Loomis' "First Steps," or equivalent, and learn five songs.

*Physiology*—See Syllabus, page 61-62.

*Calisthenics*—Twice each half day.

*Habits and Conduct.*

### THIRD GRADE.

*Reading*—Finish the Third Reader.

*Writing*—No. 1 Copy Book; all spelling and language exercises.

*Spelling*—All words of the lessons in the reader; all geographical names given in the book and on the map of the United States.

*Language*—Use in original sentences all words of the reading lessons; conversations on Physical Nature, Hadley's Lessons in Language, 62 pages, orally; short Declamations or Recitations once in four weeks.

*Arithmetic*—Orally, multiplication and division tables through twelve; write at dictation three periods; add columns, subtract in two periods; multiply with multiplicand not exceeding two periods; multiplier one period; long division with divisor of one period; U. S. Money; Avoirdupois Weight; Troy Weight; Apothecaries' Weight; Dry Measure; Liquid Measure; Long Measure; Square Measure; Cubic Measure; Tables of days and weeks and months.

*Geography*—60 pages of Elementary Geography.

*Drawing*—No. 2 Book, Synthetic.

*Music*—Complete No. 1 Loomis's First Steps, or equivalent, and learn five new songs.

*Elements of Physical Nature*—See Syllabus, page 62.

*Habits and Conduct.*



## FOURTH GRADE.

*Reading*—Fourth Reader, 100 pages.

*Writing*—No. 2 copy-book, spelling lessons, language exercises and written examinations.

*Spelling*—All words in the reading lessons; all geographical names on the maps of North America and Europe.

*Language*—Use the words of the reading lesson in original sentences; 64 pages of Hadley's Lesson in Language, orally; conversation upon Botany as in Syllabus, page 62, Declamations once in four weeks.

*Arithmetic*—Elementary Arithmetic; Mental Arithmetic to page 105.

*Geography*—Finish the Elementary Geography.

*Drawing*—No. 3 Book, Synthetic, and Maps of Illinois, North America and United States.

*Music*—Five new songs and review preceding work.

*Botany*—See Syllabus, page 62-63.

*Habits and Conduct.*

## FIFTH GRADE.

*Reading*—Fourth Reader.

*Writing*—No. 3 copy book, spelling lessons, language exercises, and written examinations.

*Spelling*—All words in reading lesson; all geographical names that occur in the lessons.

*Language*—Use the words of the reader in original sentences; 100 pages of Composition from Quackenbos' Illustrated Series, orally; conversations and compositions upon the lessons in Natural Science, &c.; Grammar last half of the year, 122 pages; Declamations once in four weeks.

*Arithmetic*—224 pages Common School Arithmetic; Mental Arithmetic, 120 pages.

*Geography*—pages 19 to 49 and 66 to 79 of Common School Geography.

*Drawing*—No. 3 Book, analytic, and Maps.

*Physiology and Zoology*—See Syllabus, page 63.

*Music*—Five new songs and review.

*Habits and Conduct*.

#### SIXTH GRADE.

*Reading*—Fourth Reader.

*Writing*—Nos. 4 and 5 copy books, spelling lessons, language exercises and written examinations.

*Spelling*—All words in reading lessons; all geographical names that occur in lessons.

*Language*—Use the words in the reading lessons in original sentences; 100 to 126 and 151 to 175 pages of Composition from Quackenbos' Illustrated Series, orally; conversations and compositions upon the lessons in Natural Science; Grammar 152 pages; Declamation once in four weeks.

*Arithmetic*—286 pages of Common School Arithmetic; Mental Arithmetic to page 120.

*Geography*—Common School Geography to page 80.

*Drawing*—No. 2 Book, analytic, and Maps in Geography.

*Natural Science*—Physical Geography. See Syllabus page 64.

*Music*—Five new tunes and review.

*Habits and Conduct*.

#### SEVENTH GRADE.

*Reading*—Fourth Reader, complete.

*Writing*—No. 6 and 7 copy book, spelling lessons, language exercises and written examinations.

*Spelling*—All words of reading lesson, use of Webster's School Dictionary, all historical and geographical names that occur in lesson.

*Language*—Swinton's School Composition, orally; familiarize with the proper use of capitals; formation of simple,

complex and compound sentences, connections and combination of sentences; variety in arrangement and structure; letters and common business forms, receipts, orders, &c.; original Composition each two weeks; complete English Grammar; use words of reading lesson in sentences; Declamation once in four weeks.

*Arithmetic*—Complete the Common School, with Metric System; complete Mental.

*Geography*—Completed.

*U. S. History*—Complete the book, Constitution of U. S.

*Drawing*—No. 5 Book, analytic, and Maps in Geography.

*Music*—Songs by note and by rote.

*Natural Philosophy*—See Syllabus, page 64.

*Habits and Conduct*.

## HIGH SCHOOL COURSE OF STUDY.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
FIRST YEAR.	General.	Phys. Geography, Algebra, Latin or German.	Philosophy, Algebra, Latin and German.
	Classical.	Latin, Algebra, Phys. Geography.	Latin, Algebra, Philosophy.
SECOND YEAR.	General.	Physics, Geometry, Latin or German, Rhetoric.	Chemistry, Geometry, Latin or German, Rhetoric.
	Classical.	Latin, Greek, Geometry, Rhetoric.	Latin, Greek, Geometry, Rhetoric.
THIRD YEAR.	General.	Zoology, or Mathematics, General History, Latin, or German and French.	Botany or Mathematics, General History, Latin or German and French.
	Classical.	Latin, Greek, General History.	Latin, Greek, General History.
FOURTH YEAR.	General.	English Literature, Mental Philosophy, or Mathematics, Latin or German and French.	Science of Government, Moral Philosophy, Latin or German and French.
	Classical.	Latin, Greek, English Literature.	Latin, Greek, Science of Government

Languages optional. Music, Drawing, Rhetoricals, Composition throughout the course. Review Mathematics in Junior and Senior years.



# SCHOOL LAW.

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The City Charter makes provision for a System of Graded Schools, as follows:

## ARTICLE XI.

- |   |   |
|---|---|
| § 1. Territory of Jacksonville—a common school district.  | § 13. Debts of deceased persons for school purposes preferred.  |
| § 2. Basis of apportionment of school funds.  | § 14. In default of payment, interest at 12 per cent. shall be charged.   |
| § 3. Board of Education—how constituted.  | § 15. All judgments shall draw 10 per cent. from rendition.   |
| § 4. To have exclusive control of lands, funds, &c.   | § 16. How to secure doubtful debts.   |
| § 5. Powers and duties of the Board.  | § 17. Board appointed by City Council. (Repealed. See session laws of '69.)   |
| § 6. Board shall determine amount of money needed.  | § 18. Tenure of office—when vacates.  |
| § 7. Taxes—how levied and collected.  | § 19. Board shall publish annual reports.   |
| § 8. Board shall furnish abstract of children to County Sup't.                                  | § 20. Board may admit non-resident pupils.  |
| § 9. City Council may borrow money for school purposes.   | § 21. All free white persons between five and twenty-one may attend school (amended six years)—pupils may be suspended. |
| § 10. City Treasurer and Clerk shall be Treasurer and Clerk of Board of Education.              | § 22. School for colored children shall be maintained. (Since abolished.)   |
| § 11. Board may loan moneys not used at 10 per cent not longer than 5 years. (8 per cent. now.) | § 23. Board may purchase and lease buildings on credit.   |
| § 12. Borrower must pay all expenses of examining titles, &c.                                   |   |

## A SYSTEM OF GRADED SCHOOLS.

SEC. 1. All the territory within the limits of the city of Jacksonville, in said county of Morgan, according to its present or future boundaries, is hereby erected into a common school district.

§ 2. All school funds from whatever source derived, belonging to township number -----, Morgan county, Illinois, held or owned for school purposes, shall be divided between the city of Jacksonville and the portion of the said township without the same, in the proportion and manner following:

The School Trustees for the several districts of said township shall, within thirty days after the first election contemplated by this act, appoint two commissioners who are free-

holders, one a resident of said city, the other of said township without the city, who, after being sworn well and truly to discharge their duties, shall ascertain the whole number of persons under the age of twenty-one years, residing in the whole of said township, and the whole number in said city, and thereupon said Trustees shall divide and apportion said funds of said township between the city and the township without the city, according to the number of persons under the age of twenty-one years residing in said township. Said Trustees shall have the power to supply any vacancy occurring among said commissioners.

§ 3. The said Trustees, or other person or persons, having custody or control of said funds, shall pay over and deliver to the Board of Education of Jacksonville school district the portion of funds to which said school district may be entitled. The Public Schools of said district shall be under the exclusive management and control of a Board of Education, to consist of the Mayor of the city, who shall be the President of the Board, and one from each ward of the city, to be known as the "Board of Education" of Jacksonville school district, each of whom, with the Treasurer and Clerk of said Board, shall be sworn to discharge their duties with fidelity.

§ 4. Said Board shall have exclusive control over the school lands, funds and other means of said district for school purposes, and shall have full power to do all acts and things in relation thereto to promote the end designed; may sell or lease said lands, or other lands or property which may have been, or may hereafter be donated, purchased or designed for school purposes in said district, on such terms for cash, or credit, and such time as they may see proper; they shall have full power to receive conveyances or donations, and to make the necessary deeds or leases of lands, and all conveyances by the Board shall be signed and acknowledged before some competent officer by the President and Secretary of said Board: *Provided, however* that no sale or lease of land for more than one year shall be made without the concurrence of said Board of Education. A majority of the Direc-

tors, with or without the President, shall constitute a quorum for the transaction of business, and in the absence of the President, they may appoint one of their own body President *pro tempore*. The President shall only vote in case of a tie, when he shall have a casting vote.

§ 5. Said Board shall have full power to buy or lease sites for school houses, with the necessary grounds therefor; to erect, hire or purchase buildings for school houses, and keep them in repair; to furnish schools with necessary books, fixtures, furniture, apparatus and library or libraries; to establish, conduct and maintain a system of graded schools, to be kept in one or more buildings in said district; to supply the insufficiency of school funds for the payment of teachers and other school purposes and expenses, by school taxes, to be levied and collected as hereinafter provided; to determine the number, make the appointment and fix the amount of compensation of teachers within the district, and to appoint a general Superintendent of Schools, prescribe his duties and fix his salary, and to appoint all other agents and servants, and fix their pay; *Provided*, that the said Directors shall, in no case, receive any compensation, except such as may be determined and fixed by the City Council; to prescribe the studies to be taught, and books to be used, including maps, charts, globes, &c.; to lay off and divide said district into smaller districts, and to alter the same or erect new ones at pleasure; to pass by-laws, rules and regulations to carry their powers into complete execution, and for the government of their own body, their officers, agents and servants, and providing for their meetings and adjournments, and generally to have and possess all power and authority necessary for the proper establishment and control of an effective system of graded schools within said district, and they shall visit each and all schools therein as often as may be necessary.

§ 6. It shall be the duty of the said Board of Education, and they shall have full power to determine the amount of money needed and to be raised for school purposes, over and above the amount from the school funds, hereinbefore



enumerated, or from other sources; *Provided*, said Board shall not, for any one year, require to be raised more than one per centum for the benefit of said schools on the assessed value of the real and personal property of said city for each year without a majority of the voters of said city authorize them to do so, at an election to be held for that purpose at such time, and conducted as the Board may direct: nor shall said Board or said City Council make any loan whatsoever for school purposes, without a previous authority by such vote, but with a concurrence of a majority of such voters, it shall be lawful to raise such sum, either by taxation or loan, as said Board may see proper; and before the first day of August of each year they shall determine the amount required to be collected by taxation for expenditure for one year from the first day of January, the next ensuing, for school purposes generally, and certify the amount to the City Council of Jacksonville.

§ 7. It shall thereupon be the duty of the City Council to levy said sum, or so much thereof as they may deem necessary, on all the real estate and personal property of said city, according to the assessments and valuation thereof, for the current year, equally by a certain rate per centum, and collect the same as city taxes are collected. A special column shall be prepared in the city duplicate, headed "school purposes," in which shall appear the amount of tax for school purposes, chargeable against each parcel of real estate, or amount of personal property, and, when such taxes are collected, the Treasurer shall keep a separate account of the same, and they shall be used and applied for school purposes only, and shall be paid only on the order of said Board.

§ 8. It shall be the duty of the Board to cause an abstract of the whole number of children, under the age of twenty-one years, within said district, to be made, and furnish the same, with such further information as is required in sections 36 and 79, of an act to establish and maintain a system of free schools, approved February 16, 1847, to the School Commissioner of Morgan county, Illinois, within ten days



after the same shall have been ascertained, and the School Commissioner shall pay annually to said Board, for the exclusive use of said district, the amount the district is entitled to receive from the funds that are, or may be in his hands subject to distribution for the support and benefit of the schools in said county, in accordance with the provisions of the free school law now in force, the same as if no special charter had been conferred upon the schools of the city of Jacksonville.

§ 9. The City Council of the city of Jacksonville are hereby vested with full power to borrow such sums of money, being subject to the restriction contained in the seventh section of this act, as they may deem necessary for school purposes in said district, at a rate of interest not exceeding ten per centum per annum, which may be made payable semi-annually, at such place as may be agreed upon, and the money, when so borrowed, shall be placed under the control of the Board of Education.

§ 10. The Treasurer and Clerk of the city of Jacksonville shall be the Treasurer and Clerk of the Board of Education, and the Board shall determine their duties, compensation and amount of security to be given.

§ 11. Said Board shall cause all funds not needed for immediate use to be loaned at the rate of ten per cent. per annum, payable semi-annually in advance. No loan shall be made for a longer period than five years, and if exceeding one hundred dollars, shall be secured by unencumbered real estate of at least double the value of the loan, without estimating perishable improvements. For any sum of one hundred dollars and under, good and satisfactory personal security may be taken. (Interest now 8 per cent. by law).

§ 12. All notes and securities shall be made to the Board of Education for school purposes, and the borrower shall be at all expense of examining titles, preparing and recording papers.

§ 13. In settling the estates of deceased persons, debts for school purposes shall be preferred to all others, except

those attending the last illness of the deceased, and his funeral expenses, including the physician's bill.

§ 13. If default be made in the payment of interest, or of the principal when due, interest at the rate of twelve per cent. per annum on the amount due shall be charged from the default, and may be recovered by suit; suit may be for the interest only, whether the principal may be due or not, and if the interest be not paid within ten days after the same becomes due, the principal, at the option of the holder of the notes, shall thereby become due, and may be recovered by suit if necessary.

§ 15. All judgments for principal or interest, or both, shall draw interest at the rate of ten (10) per cent. from the rendition of judgment, and said Board may purchase in property sold on execution or decrees in their own favor as in other cases. No judgment for costs shall be rendered against said Board, to be paid out of the school fund.

§ 16. If the security for any loan or other debt due the school district, in the judgment of the Board, become doubtful or insecure, they shall cause the debtor to be notified thereof, and if he shall not immediately secure the same to the satisfaction of the Board, the principal and interest shall thereby become due immediately, and suit may be brought against all the makers of the note, although such condition or stipulation be not inserted in the note.

§ 17. The Board of Education shall be appointed, one in each ward of said city, by the City Council, by a majority vote or ballot, and no person shall be appointed unless a householder and a resident of said ward for which he is appointed, and each shall serve and hold office for the term of one year from the date of their said appointment. [Amended—now elected by the people and holding office two years.]

§ 18. All officers under this act shall hold their office until their successors are appointed and qualified; removal from his ward by any Director shall vacate his office, and whenever a vacancy shall occur in the office of Director, the

City Council of Jacksonville shall supply the same, upon notice thereof by the Clerk of said city, which appointment shall be for the unexpired term only.

§ 19. Said Board of Education shall publish annually the statement of the number of the pupils instructed the preceding year, the several branches of education pursued, the receipts and expenditures of each school, specifying the sources of such receipts and the object of such expenditure.

§ 20. Said Board shall have the power to admit persons who do not reside within said district into said schools upon such terms as may be agreed.

§ 21. All free white persons, over the age of five [now six] years and under the age of twenty-one years, residing within said district, shall be admitted to said school free, or upon the payment of such rates of tuition as the Board shall prescribe, but nothing herein contained shall prevent persons being suspended, expelled or kept out of said school altogether for improper conduct.

§ 22. There shall be maintained at least one school for colored children, to be under the control of the Board. (Distinction of color since removed by State law.)

§ 23. In purchasing or leasing grounds or buildings for school purposes, said Board of Education may do so on credit, and when the price and condition of the purchase or lease is agreed upon, the Board may certify the same to the City Council of Jacksonville, and the City Council shall make, or cause to be made, to the proper party the bonds or obligations of said city for the payment of the purchase money, according to said terms, or said Board may execute in their own name said contract, bond or obligation, and they shall be binding upon said city; *Provided*, a majority of the City Council shall consent to the same, and the City Council shall provide for the payment of the same and the interest thereon as it becomes due, as though they were executed by the city of Jacksonville and under her corporate seal.



RULES AND REGULATIONS  
OF THE  
PUBLIC SCHOOLS.

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SCHOOL TERMS.

SECTION 1. The school year is divided into three terms. The First begins on the first Monday of September, and ends on December, 24th. The second begins on the 2d of January, and ends on the last Friday in March. The Third begins on the succeeding Monday, and ends on the Friday preceding the first Tuesday in June.

DISTRICTS.

SEC. 2. The High School and Seventh Grade shall receive pupils from all parts of the city.

The pupils of the sixth grade shall be taught in three Schools; viz: the first in the First Ward school house, on the corner of East and North Streets, including the territory east of the center of Church Street and north of the center of Morgan Street, and of a line in the center of this street extended eastward; the second in the school house on State Street, in the Second Ward, embracing the territory west of the center of Church Street; the third in the school house on the corner of Clay Avenue and Franklin Street, in the Third Ward, embracing the territory east of the center of Church Street and south of the center of Morgan Street, and a line in the center of this street extended eastward.

The district of the ward schools below the sixth grade shall be bounded as follows: the First Ward, by North Main



street and East State street; the Second Ward by North Main street and West State street; the Third Ward by South Main street and East State street; the Fourth Ward by South Main street and West State street.

The First Ward Branch receives all first and second grade pupils north of the Wabash R. R., and east of North Main street.

The LaFayette Branch, second ward, receives all pupils of the first, second and third grades living north of LaFayette Ave. and west of North Main street.

The territory of the city may, from time to time, be re-districted, so as to utilize to the best advantage the school buildings, and so as to suit the convenience of the city as a whole.

#### HOURS AND RECESSES.

SEC. 3. The schools holding but one session shall open at eight o'clock and thirty minutes, A. M., and close at two o'clock, P. M. Between eleven and twelve o'clock there shall be a recess of thirty minutes.

Schools of two sessions shall begin at nine o'clock, A. M., and close at twelve M.; in the afternoon at one o'clock and thirty minutes, and close at four o'clock. Recesses from ten thirty to ten fifty, A. M., and two forty-five to three, P. M.

The First Grade shall be dismissed, *quietly*, so as not to disturb other rooms, thirty minutes before the regular time in each half day's session. Teachers in this grade shall remain until the time of dismissing other grades, and continue in charge of any pupils who, by request of parents or guardians may desire to remain to accompany other members of the school.

#### SUPERINTENDENT'S DUTIES.

SECTION 1. For the purpose of aiding the Board of Education in the discharge of their duties, of securing uniformity and thoroughness in the course of study, and judicious

and efficient discipline in all the schools, and of guarding and preserving the school property, a Superintendent shall be appointed, to whom, acting under the authority of the Board, shall be given the general superintendence of all the public schools, school houses, apparatus and other property belonging thereto.

SEC. 2. He shall keep the Board constantly informed of the condition of the Public Schools, and the changes required in the same. A general report of the condition of the schools shall be prepared by him at the close of each year, for publication. He shall report to the Board, from time to time, such by-laws and regulations for the government, discipline and management of the Public Schools as he shall deem expedient, and shall also perform such other duties as the Board of Education shall, from time to time, direct.

SEC. 3. The Superintendent shall carefully observe the teaching and discipline of the teachers employed in the Public Schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties, and shall have the right, with the consent of the Board of Education, to dispense with the services of any teacher whenever it shall appear that his or her further connection with the school would not be beneficial thereunto.

SEC. 4. He shall check all violations of the duties of the school room, and not tolerate in teachers any irregularities or delinquencies that can be remedied. He shall have power to expel pupils from the school for violation of the rules or improper conduct, in all cases where he shall deem such action necessary, and report the same to the Board of Education.

SEC. 5. He shall endeavor to acquaint himself with the Public School systems of this and other cities, and with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of Public Schools, to the end that all the children of this city, who are

instructed in the different departments, may obtain the best education which the schools are able to impart.

SEC. 6. He shall attend all meetings of the Board, advise with committees requiring his aid, and give such information as may be called for in regard to the welfare and progress of the schools.

#### TEACHERS' INSTITUTE.

SEC. 1. There shall be held, under the direction of the Superintendent, a regular Teachers' Institute on the first Saturday of each school year, and on the second Saturday of each month thereafter, at such place as may be provided for that purpose, beginning at ten o'clock A. M., and continuing in session at least two hours, for the purpose of creating a more efficient co-operation among the teachers of the city; exciting greater interest in the business of teaching; discussing the various methods of discipline and instruction, and securing the highest success in the Public Schools in Jacksonville.

SEC. 2. Members of the Institute shall be required to perform punctually any duty assigned them provided two week's notice be given. Special teachers are not exempt from this duty.

#### DUTIES OF PRINCIPALS.

SEC. 1. *Care of School Premises.*—The Principals of the several buildings shall prescribe such rules for the use of the yards and out-buildings connected with the school houses as will insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Principals shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the janitors, under the general supervision of the Superintendent, in order to secure the safety of the premises both day and night.

SEC. 2. *Punctuality of Principals.*—Principals shall be at their buildings thirty minutes before the time of opening the morning session.



SEC. 3. *Buildings to be Opened Early.*—In cold or stormy weather the Principals of buildings shall see that one or more rooms are opened for the reception of pupils half an hour before school. The rooms shall be made comfortably warm, and one or more teachers, in turn, shall be present to take care of the pupils, in the morning as at noon, when pupils are allowed to remain.

SEC. 4. *Suspension.*—In all cases of willful and persistent violations of any rules prescribed by authority of the School Board, the Principal is vested with authority to *suspend the offender*; but in all such cases he shall give immediate notice thereof to the parent or guardian of the pupil, and also to the Superintendent; and every such notice shall mention the offence for which the suspension is inflicted.

SEC. 5. *Records.*—The Principal shall examine the class books and registers from time to time, kept by the several teachers in his ward, giving such directions as will insure their being kept in a proper manner; *and shall inspect and certify to each assistant teacher's monthly report.*

SEC. 6. *To Regulate Time.*—It shall be the duty of the Principal to see that all the clocks in the school are regulated by city time every morning, and that all the teachers conform to this standard in making their records. Principals shall cause a tardy bell to be rung at the time their assistants are due, and all who are not in their respective rooms at that time shall report their tardiness.

#### CONCERNING TEACHERS.

SEC. 1. *Teachers' Election.*—Teachers shall be elected and their salaries fixed annually, in the month of June, and they shall hold their offices for one year, unless sooner removed by a vote of a majority of the Board.

SEC. 2. *Position.*—Teachers elected by the Board may be required to teach in any department of the Public Schools which, in the judgment of the Board, the interests of the schools may demand.

SEC. 3. *Teachers' Acceptance*.—Teachers, on being notified of their election, shall signify their acceptance in writing within ten days of the reception of the notice; otherwise their places may be considered vacant.

SEC. 4. *Teachers' Resignation*.—No teacher shall resign without giving two weeks' written notice to the Superintendent, in default of which all compensation for that length of time shall be forfeited.

SEC. 5. *Absence of Teachers*.—Any teacher who is unavoidably detained from school shall send immediate notice to the Superintendent, who shall provide a substitute for the temporary vacancy.

SEC. 6. *Remuneration of Substitutes*.—The substitute shall receive two-thirds of the regular teacher's salary, said amount to be deducted from that of the regular teacher.

SEC. 7. All assistant teachers shall be at their respective school rooms, and shall remain in them, at least 20 minutes in the morning and 15 minutes in the afternoon, before the time of opening school. They shall not permit disorder nor any rude conduct in their rooms at any time, and shall never allow pupils to remain in the school room, except during their presence, or under some regulation approved by the Superintendent.

SEC. 8. Teachers shall devote themselves faithfully, and, during school hours, exclusively to the duties of their station. They shall give careful and constant attention to the instruction, discipline, manner and *habits* of their pupils, and, so far as practicable, superintend their deportment in the yards and vicinity of the school house during recess and intermission. They shall take care that no damage be done to the buildings, or any other description of school property, and when injury shall have been done them, either by intention or accident, they shall cause prompt notice of the same to be given to the Superintendent.

SEC. 9. Each teacher is required to keep a register of the daily attendance of the pupils, noting *tardiness* and *bad conduct*, and a *class-book* in which to accurately mark the



merit of recitation of each pupil, above the third grade, and to make a report at such time as may be required by the Superintendent, and also to keep a regular register of the *names and residences of parents and guardians*.

SEC. 10. *Rules for Marking Attendance*.—In all cases of absence of pupils from school, whether with intention of returning or not, and whether the absence be occasioned by sickness or other causes, including even the suspension of the pupil, and excepting only the case of transfer to some other school in the city, the pupil's name shall be kept on the roll as "belonging," for three days, and dropped uniformly on the beginning of the fourth day, in case he does not return.

SEC. 11. All teachers are entitled to the respect and obedience of their pupils, and shall at all times exercise a firm and vigilant, but prudent discipline; punishing as sparingly as may be consistent with securing obedience, and governing, as far as possible, by persuasion and gentle means.

SEC. 12. For violent opposition and determined insubordination, teachers may report a pupil to the Superintendent, who shall have authority to take such action as the case may demand.

SEC. 13. All teachers will be held responsible for the regular and punctual attendance of their respective pupils, unless released from such responsibility by refusal on the part of parents or guardians to co-operate with the teacher in securing punctuality.

At the close of the school, morning and evening, every day, it shall be the duty of each teacher to notify the parent or guardian of every pupil, who was absent, except the cause be known to both parent or guardian and teacher.

SEC. 14. Teachers are expected to adopt as a standard of order in school, the entire suppression of noise and communication among pupils during school hours, and never to proceed a moment with the regular exercises of their school



while there is not a proper degree of order and quiet in the room.

SEC. 15. *Health and Temperature.*—Teachers are expected to guard the *physical health* as well as the *mental* improvement of their pupils; keep their rooms well ventilated, cleanly, and as nearly as possible, of a uniform temperature, varying from 65 to 70 deg. Fahrenheit; or, 18 to 21 deg. Centigrade, and observe and correct unhealthy habits in the sitting or standing of their pupils.

SEC. 16. All teachers are required to attend such teachers' meetings as may be appointed by the Superintendent; the first of which shall be held on the Saturday previous to the commencement of each school year.

SEC. 17. *School Interruptions.*—No teacher shall read or allow to be read or distributed any advertisement in the schools. No agent or other person shall be allowed to interfere with the regular work of the schools, unless by special permit of the Superintendent through the Board.

SEC. 18. *Presents and Subscriptions.*—No subscription or contribution shall be allowed in the Public Schools, nor shall any teacher accept a present from the pupils, except for the desk or in behalf of the school.

SEC. 19. *Visiting Days.*—The teachers may, for the purpose of observing the modes of discipline and instruction, take two half days in each year to visit any of the Public schools; but such visits shall not both be made in the same term, nor till provision satisfactory to the Superintendent, has been made for the proper care of the pupils under their immediate charge.

#### ATTENDANCE AND OBLIGATIONS OF PUPILS.

SEC. 1. *Where Pupils shall Attend.*—Pupils shall attend the school in their own district, unless transferred by special permit of the Superintendent through the Board.

SEC. 2. *Tuition of Non-residents.*—When there are sufficient accommodations, non-residents may have the benefit of the schools by paying quarterly in advance, at the rate of

\$20 per annum at the Ward Schools, and \$30 per annum at the High School.

SEC. 3. *Regularity.*—Pupils are expected to enter school at the beginning of the term, and to attend regularly and punctually; conform to the regulations of the school; promptly obey all the directions of the teachers and Superintendent; observe regular hours, good order and propriety of deportment, not only in school, but in going to and from the same.

SEC. 4. *Absence and Tardiness.*—In the case of absence or tardiness, every scholar is expected to render a good and satisfactory written excuse to the teacher, from the parent or guardian; and in default of this shall be liable to *detention after school hours*, or such other *punishment* as the teacher may prescribe; and for continual neglect of this or any other rule, such pupil may be *suspended*. No pupil shall be detained at the noon recess, and a pupil detained at any other recess shall be permitted to go out immediately thereafter.

SEC. 5. *Seats Forfeited.*—By an absence of four half days in four successive weeks, a pupil shall forfeit his or her seat, unless bringing a written excuse from parent or guardian, stating such absence to have been caused by sickness. One case of tardiness shall be considered equivalent to one half day's absence.

SEC. 6. *Leaving School.*—No pupil shall be allowed to leave school before the hour of closing, except in case of sickness, or at the written request of parent or guardian, or for some pressing emergency of which the teacher shall be the judge.

SEC. 7. *Damages.*—All injuries to the buildings, yard, fences, furniture, or other school property, caused by the pupils, purposely or accidentally, shall immediately be made good in money or satisfactory repairs; and no pupil shall be allowed the privileges of the school if he or his parent or guardian refuses or neglects to make good all such damages.

SEC. 8. *Immoralities.*—Any person who shall, in or



around the school premises, write or use profane or unchaste language, or who shall draw or carve any obscene picture or representation, shall be liable to suspension or expulsion, or other punishment, according to the nature of the offense.

SEC. 9. *Pupils shall have Books.*—No pupils shall be allowed to retain their connection with any of the schools unless they are furnished with the books and necessary articles required to be used in the respective classes. But in cases where children are in danger of being deprived of the advantages of school through the poverty of parents or guardians, the teachers shall report such to the Superintendent, who will furnish the books required by the teacher, who will loan the same to the destitute pupils, and report each quarter what books have been furnished, and to whom.

SEC. 10. *Promotion and Grading.*—The promotion of scholars from one grade or class to another shall be made at such times as the interests of the school may require. No pupil shall be promoted from one grade to another till he is able to sustain an examination, satisfactory to the Superintendent, on all the studies of the grade from which he is to be transferred. Whenever the scholarship of a pupil falls behind the rank of his class, he shall be sent into the class next below, unless, by extra effort he is able promptly to regain his position.

SEC. 11. *Cleanliness.*—Any child coming to school without proper attention being given to cleanliness, or whose clothes need repairing, shall be sent home to be properly fitted for school.

SEC. 12. *Disease.*—No person affected with a contagious or offensive disease shall be allowed to remain in school, and evidence of successful vaccination may be required.

SEC. 13. *Tobacco.*—No teacher or pupil shall be permitted to use tobacco in any form during school hours, or on the school premises at any time.



## SCHOOL GOVERNMENT.

SEC. 1. The objects of school government are three-fold: 1st, To secure quiet order in the school room. 2d, To secure regularity and punctuality in attendance. 3d, To form *good habits*, and consequent correct behavior on all occasions.

SEC. 2. The means for accomplishing these objects are so numerous, and depend so much on experience, intelligence and skill of the teacher that no precise rules can be adopted. Teachers are expected to study most carefully the different dispositions of children and the various systems of school government, and particularly the suggestions herein set forth, and strive continually to make their respective schools models. It is expected that all teachers, in all cases, will exercise much prudence; that they will be firm and decided, as well as mild and uniform in administering discipline, and that they will endeavor to be examples worthy of imitation in regard to promptness, punctuality, faithfulness and integrity.

SEC. 3. The ability to govern a school *wisely* and *well*, by the habitual employment of moral influences alone, is a rare and happy accomplishment, and must be the result of the most refined and assiduous attention, the most careful self-examination and reflection, and the most constant prudence and habitual self-control. It is therefore enjoined that teachers should regard success in this department of their labors as of paramount importance, and taking *rank before long years of experience*, or extensive and varied scientific attainments.

SEC. 4. The following modes of punishment are deemed improper: Contemptuous or sarcastic language, or ridicule, scolding and fretting in the school room; corporal inflictions administered in anger or attended with prolonged torture, thus violating the laws of health; striking on the head or face; boxing or pinching the ears, or pulling the hair. These are to be condemned in the most unqualified terms. If punishment *must* be inflicted, let it be done deliberately, seriously and *effectively*, but at the same time *prudently*. In

cases of corporal punishment, the teacher of the pupil shall immediately report the same in writing to the Superintendent.

SEC. 5. Reproof, kindly and faithfully given, deprivation of privileges, restraint, prudent chastisement and reporting to the Superintendent, are regarded as unobjectionable modes of punishment. It is particularly enjoined upon teachers to regard the *moral and social culture* of their pupils as not less important than their mental discipline.

#### SPECIAL RULES.

SEC. 1. Pupils shall not be permitted to assemble in the vicinity of the school buildings before the ringing of the first bell.

SEC. 2. On coming to school pupils shall come directly into the school yard.

SEC. 3. Pupils shall refrain from rough play, pushing, screaming or shouting, and from throwing anything whatever, and shall conduct themselves in a quiet and orderly manner while on the school premises.

SEC. 4. Pupils on entering the halls, shall pass directly to their rooms.

SEC. 5. Pupils shall not be permitted to stand in the halls; and on going through them, and on going up or down the stairs or steps, shall pass in a quiet and orderly manner, without running and without conversation.

SEC. 6. Pupils on being dismissed, shall immediately leave the school premises.

SEC. 7. Pupils shall not be permitted to remain on the school premises at noon, unless by special permission of their respective teachers; and the teacher is required to make a record of the names of pupils thus permitted, together with the reason for such permission.

SEC. 8. Pupils remaining at noon shall remain in their respective rooms, in a quiet and orderly manner, unless they are excused therefrom by their teachers.

SEC. 9. Pupils are prohibited from throwing anything in the hall or on the stairs, or down the registers, and from scattering paper in the vicinity of the school building.

SEC. 10. *Deadly Weapons*.—Any pupil carrying fire-arms or other deadly weapons shall be suspended and reported to the Board, through the Superintendent.

### RULES FOR JANITORS.

Janitors will be employed by the year, commencing on the first day of August, subject to dismissal by the Board at any time; and all janitors shall be held responsible for the care and cleanliness of their buildings and grounds during their terms of service, and their salaries shall be in full for all services rendered, including the cleaning preparatory to the commencement of the schools.



RULES FOR THE GOVERNMENT  
OF THE  
BOARD OF EDUCATION.

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1st—The members of the Board of Education shall meet and organize each year on the Monday next succeeding their election.

2d—At the first regular meeting after the organization of the Board, the President shall appoint, subject to the approval of the Board, the following standing Committees, viz:

1st—On Building and Furniture--three members.

2d— “ Finance, “ “

3d— “ Complaints and Appeals, “ “

4th— “ High School, “ “

5th— “ Books and Apparatus, “ “

6th— “ Blank Forms, “ “

7th— “ Examination of Teachers, four “

The Board shall hold its regular meetings on the first Monday of each month, at 8 o'clock P. M., from the first of April to the first of September, at 7 o'clock the remainder of the year. Special meetings of the Board may be called at any time by the President, or at the written request of any two members, left with the Clerk.

RULES OF ORDER.

The deliberations of this body shall be governed by the usual Parliamentary Rules.

## ORDER OF BUSINESS.

SEC. I. The President will call the Board to order at the time appointed for meeting, and, on the appearance of a quorum, he shall proceed to business in the following order:

1—The reading of the minutes of the preceding meeting, unless dispensed with, and their amendment or correction.

2—The presentation of petitions, (which shall always be in writing,) claims, and reports of officers.

3—Report of Standing Committees.

4—Report of Special Committees.

5—Communications to the Board, Report of Superintendent, etc.

6—Unfinished business of the preceding meeting.

7—New business.

## ELECTION OF TEACHERS.

In the election of teachers, there shall be elected (a ballot being preliminary) from the list nominated by the members of the Board, a number sufficient to fill the vacancies; after which those elected shall be assigned to their positions by vote of a majority of the Board.

## CONTRACTS AND PURCHASES.

Books, Stationery, Ink, etc., usually purchased for the public schools, shall, unless otherwise ordered by the Board, be purchased by and under the direction of the Committee on Books and Apparatus.

No member of the Board shall hereafter in any way make a contract for work, or purchase any article to be paid for by the Board without first obtaining authority so to do by vote of the Board. Provided that in cases of emergency when repairs are necessary, or articles needed, the same may be provided by the Superintendent or any member of the Board to an amount not exceeding ten dollars.

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